DOCUMENT RESUME

ED 279 479 RC 016 154

AUTHOR Kleinfeld, Judith; And Others

TITLE The Teacher as Inventor--Making Small High Schools Work.

INSTITUTION Alaska Univ., Fairbanks. Alaska Native Human Resources Development Program.; Alaska Univ., Fairbanks. Coll. of Human and Rural Development.

SPONS AGENCY Alaska Univ., Fairbanks.
PUB DATE 86
NOTE 102p.; Some pictures may not reproduce well.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Community Resources; *Creative Teaching; Educational Resources; *High Schools; Instructional Innovation; *Program Descriptions; *Rural Education; School Community Relationship; School Size; Secondary Education; Secondary School Teachers; *Small Schools; *Teacher Student Relationship; Travel
IDENTIFIERS *Alaska

ABSTRACT

Designed to celebrate rural teachers' inventiveness and stimulate teacher thinking about opportunities that small schools offer, this booklet is a collection of ideas and resources that have worked in specific Alaska school settings. An introductory chapter challenges teachers to use small size to advantage. Chapter 2 shows what rural teachers are doing with their own talent, school staff, students, technology, and scheduling to develop/utilize resources like tutorials, multi-subject classes, project centered classes, departmentalization, peer and cross age tutoring, peer counseling, computers, audio conferencing, instructional television, videos, and block scheduling. Chapter 3 explores ways of using the community: using local talent, developing cultural heritage projects, providing community services, and starting student enterprises. Chapter 4 outlines how rural teachers can use opportunities to travel with students to broaden students' experiences of the world, teach unfamiliar concepts, help students acquire a more realistic picture of contemporary life, and give students an opportunity to make better judgments on what to do after high school. Chapter 5 describes how to take advantage of 33 state and national programs devoted to academic enrichment, correspondence study, vocational education and practical skills, urban and outdoor survival skills, summer activities, and social problems (alcohol and substance abuse and suicide prevention). (NEC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED279479

MAR 1987
RECEIVED

The Teacher as Inventor

Making Small High Schools Work

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Gerald V. Mohatt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Judith Kleinfeld

G. Williamson McDiarmid

William Parrett

BEST COPY AVAILABLE

RC016154

The Teacher as Inventor

Making-Small-High-Schools-Work

By:
Judith Kleinfeld
G. Williamson McDiarmid
William Parrett

College of Human and Rural Development
University of Alaska — Fairbanks, Alaska

Judith S. Kleinfeld is a professor of educational psychology at the University of Alaska-Fairbanks, Center for Cross-Cultural Studies.
G. Williamson McDiarmid is an assistant professor of education at Michigan State University.
William Parrett is an associate professor of education and head of the Department of Education at the University of Alaska-Fairbanks, Alaska.

Copyright © 1986 by the College of Human and Rural Development, University of Alaska-Fairbanks, Alaska

Text art by Annemarie Kuhn
Printed by Dragon Press, Delta Junction, Alaska

Acknowledgements

We would like to express our appreciation and admiration for the many rural educators who have shared their inventions with us. We hope we have transcribed your ideas accurately. Errors are, of course, our sole responsibility.

We would also like to thank the research assistants who interviewed the rural teachers and wrote up their ideas: Kathy Leitch, Steve Marble, Charlie Luehmann, and Annemarie Kuhn. Annemarie Kuhn also did a masterful job of preparing this book for publication. Susanna Gascoine contributed the cover design and handled the time-consuming revisions.

We express our appreciation to Keith Mather, Vice-Chancellor for Research at the University of Alaska, for the financial support that made publication of this book possible. Dean Gerald Mohatt of the College of Human and Rural Development provided generous support as well.

Robert Silverman, Administrator for Special Projects, at the Alaska Department of Education helped us with ideas and resources at many trying times. We appreciate his support and stimulation.

Phil Brady, who taught at Russian Mission, and Jim Alter at NEA-Alaska read early drafts of the book. If this book succeeds, it will be largely due to their fine suggestions.

Contents

1 Introduction
Using Small Size to Advantage 1-1

2 Draw From All the Resources in Your School 2-1

Your Most Valuable Resource is Your Own Talents 2-4

Tutorials 2-4

The Multi-Subject Class 2-5
Variations: The Multi-Age Class 2-6

The Project-Centered Class 2-7
Variations: Vocational English 2-8

The Teacher as Counselor 2-9
Variations: Site Counselors, Career Counseling 2-10

Use the Total Staff 2-11

Departmentalization 2-11
Variations: Using Elementary Teachers in the High School 2-12

Students Can Teach Students 2-13

Peer and Cross-Age Tutoring 2-13

Peer Counseling 2-15

Technology Can Expand Your Power 2-17

Computers 2-18

The previous numbered page in the original document was blank

Audio Conferencing 2-19
Variations: Hooking Up With NASA, Audio Conferencing on Academics With Other District Students, University Audio Conference Courses 2-20

Instructional Television 2-21

Video in the School 2-23
Variations: Public Service Commercials, Video Histories, Exchange of Videos With Other Schools 2-24

Take a Fresh Look at Scheduling 2-25

Block Scheduling 2-25
Variations: Mini-Courses, Block Mini-Courses 2-25

3 Explore the Education Available in Your Community 3-1

Employing Community People to Teach Classes 3-4

Local Experts 3-4
Variations: Training for Local Teachers 3-6

Students Learn About Their Cultural Heritage 3-7

The Chevak Cultural Heritage Program 3-7
Variations: Cultural Heritage Mini-Courses, Native Arts Week, School-Sponsored Fish Camp, Native Language and Cultural Skills Combo, Community Photograph Gallery, Community Museum, Local Student-Published Books, Trapping Skills in Vocational Education, Outdoor Skills and Hunting and Trapping Program 3-8

Students Serve the Community 3-9

A Repair and Construction Facility for the School and the Community 3-9
Variations: Building Projects With Local Materials, Finishing up Construction on the School 3-9

Community Profiles 3-10

School/Community Newspaper 3-11

Students Venture Into the Business World 3-13

The Wainwright High School Corporation 3-13
Variations: A Story-Knife Business, A Breadboard Business, A Restaurant Business, A Bakery Business 3-13

4 Broaden Students' Experience with Travel Programs 4-1

Organizing Study Trips 4-4

Ft. Yukon Students See America on a Greyhound Bus 4-4
Variations: A Trip to France, A Trip to the Tribes, A School Travel Club, A Senior Tour of Colleges and Vocational Schools 4-6

5 Take Advantage of State and National Programs 5-1

Academic Enrichment Programs: Art and Music 5-4

Artists in Schools Program 5-4

Academic Enrichment Programs: Language Arts 5-5

Alaska State Writing Consortium 5-5

Academic Enrichment Programs: Mathematics 5-6

Math Counts 5-6

Academic Enrichment Programs: Mathematics and Science 5-7

Young Astronauts Program 5-7

Academic Enrichment Programs: Science 5-8

Alaska Natural Resources and Outdoor Education (ANROE) 5-8

Alaska Sea/River Week 5-9

Alaska Wildlife Week 5-10

Project WILD 5-11

CLASS Project 5-12

Academic Enrichment Programs: Social Studies 5-13

Alaska Native Land Claims Settlement Act 5-13

Alaska State Museum Learning Kits 5-15

Close-Up 5-16

Future Problem-Solving Program (FPSP) 5-17

Academic Enrichment Programs: Other Content Areas 5-18

National Diffusion Network (NDN) 5-18

Academic Enrichment Programs: College Preparation 5-19

A College Skills Preparation Class 5-19

Academic Enrichment Programs: Academic Motivation	**5-20**
Academic Decathalon	5-20
Battle of the Books	5-21
District Academic Festivals	5-22
Correspondence Study Programs	**5-23**
Centralized Correspondence Study	5-23
University of Nebraska-Lincoln Independent Study High School (UNL)	5-23
University of Alaska Correspondence Study Program	5-24
Vocational Education and Practical Skills Programs: Work Experience	**5-25**
The Rural Student Vocational Program (RSVP)	5-25
Vocational Education and Practical Skills Programs: Student Organizations	**5-26**
Vocational Student Leadership Organizations (VSLO)	5-26
Vocational Education and Practical Skills Programs: Parenting Skills	**5-27**
The Early Adolescent Helper Program	5-27
Survival Skills Programs: Urban Survival Skills	**5-28**
The Yukon/Koyukuk Urban Survival Skills Program	5-28
Association for Stranded Rural Alaskans in Anchorage (ASRAA)	5-30

Survival Skills Programs: Student Exchange Programs	**5-31**
Network of Complementary Schools	5-31
Survival Skills Programs: Outdoor Skills	**5-32**
Project Adventure	5-32
Summer Programs: Health Careers	**5-33**
Summer Programs: College Preparation	**5-34**
The Rural Alaska Honors Institute (RAHI)	5-34
Summer Programs: Fine Arts	**5-35**
Alaska Summer Fine Arts Camps	5-35
Social Programs: Alcohol and Substance Abuse	**5-36**
The Alaska Council on Prevention of Alcohol and Drug Abuse, Inc.	5-36
Social Programs: Suicide Prevention	**5-37**

1 Introduction
Using Small Size to Advantage

What - Teachers - Can - Do

Center for Cross-Cultural Studies

The previous numbered page in the original document was blank

Gambell High Schoolers Win International Future Bowl Competition

Students from the Bering Straits School District village of Gambell have captured both the international junior and senior Future Bowl competitions held in Seattle last week.

The five member high school squad from the St. Lawrence Island village bested 33 other teams of 10-12 grade students from all across the nation, Mexico, and Canada.

And the Gambell junior squad, composed of five 7-9 graders, defeated 32 other teams.

The subject for the competition was genetic engineering.

The Gambell school, built as part of the Molly Hootch consent decree under which the state agreed to provide villages with local high schools, opened in 1977. It has about 35 junior high students and a similar number of high school students.

(Source: *The Tundra Drums*, June 7, 1984, and Associated Press story.)

Nenana Senior Wins National Scholar Award

One of the 11 graduating seniors at Nenana High School won a major national award Saturday for academic achievement, leadership, and involvement in school and community affairs.

U.S. Education Secretary William J. Bennett named Robert C. Williams, 18, as one of 141 Presidential Scholars from across the country.

Two students, a boy and a girl, are selected from each state and others are chosen nationwide for special talents.

The scholars will be honored in Washington June 17-21. The trip will include a White House reception where they will receive medallions and $1,000 each from the Geraldine R. Dodge Foundation, a private philanthropy.

The students will pick the teacher they feel has been most influential in their education to accompany them to Washington.

(Source: *Fairbanks Daily News Miner*, May 5, 1985.)

Bettles Student Graduates from Yale and Heads for Law School

Sheryl completed all 12 years of school in her home community of Bettles. Four years after receiving her diploma, she earned her Bachelor's degree from Yale University.

A miracle? No — just a great deal of hard work. Sheryl's mother, a self-educated postmistress supported her efforts. The community stood behind her. The school gave Sheryl intensive preparation for the SAT beginning in October of her senior year. Sheryl, an avid reader, also took University of Nebraska correspondence courses.

When Sheryl was thinking about applying for college, Principal George Nicholson advised her to "go for broke." So he helped her apply to Harvard and Yale. She was accepted at both schools.

(Source: *Interview with George Nicholson*, 1986)

We offer these few examples as evidence that small rural high schools not only **can** work — **they are working**. Throughout rural Alaska, teachers, working with community members, are finding ways to use the strengths that small schools present to overcome their limitations.

How Do You View Small Schools?

Which picture do you see?

In schools that are exciting places for students and staff alike, teachers who view small schools as opportunities to tailor instruction and curriculum to local needs and resources are a prime ingredient.

Frequently in education, our view of what is possible is shaped by our past experience as students. Our image of a high school is often that of the large comprehensive schools most of us attended. From our past, few of us have an image of a small high school. Consequently, we may inappropriately impose our image of "high school" — an image formed under circumstances usually quite different from those in rural Alaska — on the small village schools.

Small schools cannot be comprehensive high schools. They lack the diversity of teachers, pupils, and courses as well as the extracurricular activities.

At the same time, these schools have a wealth of advantages that make them among the most promising educational opportunities to be found anywhere.

This book is about teachers who share such an image of small high schools and how they have used the advantages of small size.

Small Rural High Schools are Opportunities for Educational Excellence

Yukon/Koyukuk Schools

Small rural high schools have become an endangered species in the United States. Claiming that small schools are inefficient and ineffective, policy makers throughout the country have been consolidating small schools for decades.

Plagued by discipline and morale problems and by watered-down curricula, comprehensive high schools have not, however, lived up to their billing. Teacher initiative and concern for student learning are often undermined by bureaucratic inertia and the sheer number of students they teach.

Small schools may be limited in the academic and extracurricular programs they can offer. Teachers frequently teach outside their fields in multi-grade classrooms. These problems are more than offset, however, by advantages such as:

- *Low student-teacher ratios.* Teachers have time to tutor, to go over student work carefully, to monitor student progress closely.

- *The chance to get to know students and their families.* In small communities, teachers can spend time outside of school with their students and their families. They often become adopted members of the large extended family that many villages are.

- *The opportunity to influence significantly the lives of students.* Teachers are critical members of many communities and are important role models for young people.

- *Relative freedom from burdensome bureaucracy.* Teachers often have a latitude for their ideas and actions that is the envy of their urban counterparts.

- *Economies of scale.* Planning an American Heritage trip for a student body of 17 is manageable whereas such a trip for 1700 students is unthinkable.

In what follows, we will demonstrate how teachers are using these advantages and others. This book is about finding and developing resources — in yourself, in the school, in the community and in the region, state, and nation.

What This Book is:	**What This Book is Not:**
1. A celebration of rural teachers' inventiveness.	1. A collection of solutions to the difficulties teachers encounter in small schools.
2. A stimulant for teacher thinking about the opportunities that small schools offer.	2. A guide to all rural schools or communities.
3. A collection of ideas that have worked in specific circumstances.	3. A comprehensive compilation of all the ingenious programs and ideas rural teachers have devised.
4. A directory of resources available to teachers in small schools.	4. A collection of practices that have been verified by research.

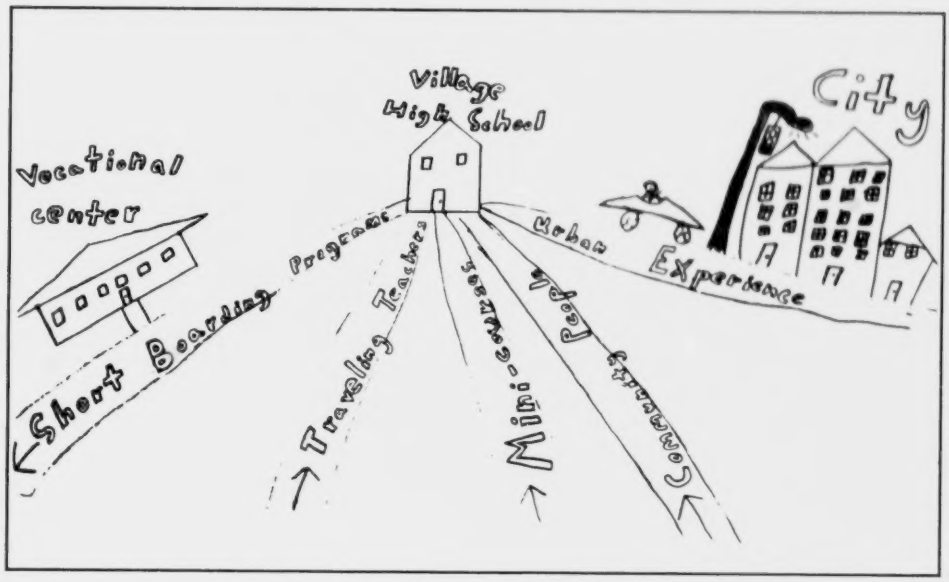
Where This Book Came from and Where It Goes

In the course of studying small rural high schools, we came across instance after instance of teachers using their imagination to tailor educational programs to the needs of students. Community members, teachers, and administrators urged us to collect information on these programs and make it available to teachers.

Prompting this book is an image of a small high school classroom as the hub of students' education. Extending out from the hub are spokes that reach out into the school, community and region — and on beyond, to the state and the nation.

We describe ideas teachers have devised both to take advantage of small classrooms and other resources in the environment.

In what follows, we start with you — with the individual teacher in a small high school classroom. You and your classroom are the hub. Then, we work out from the hub — to the school as a whole, to the community, and then, to the region, state, and nation. As we go, we will highlight programs and ideas that seem to have worked well and that demonstrate the inventiveness and imagination of rural teachers. We hope these programs and ideas will spur your thinking and imagination.



Rachel Kleinfeld, Age 9

An Open-Ended Book

Our intention is that this book will be a hub for you — a collection of ideas that you will add to. Through inservice workshops, conferences, informal contacts with other teachers, your own trial and error, you will accumulate additional ideas.

In addition, we will publish in **EXCHANGE** — the newsletter of the College of Rural & Human Development at UAF — programs and ideas we continue to collect. We hope you will share your ideas with us.

Making Changes in Small Schools: The Wheels of Bureaucracy are Smaller and Turn Faster

In Russian Mission, there were 58 students in the school — 17 at the high school level — and six certified teachers. In this situation, typically, two teachers would divide the secondary instructional responsibilities. One would teach math and science while the other handles language arts and social studies.

Pat Evenson-Brady, the principal, wasn't happy with the typical arrangement. She asked herself, "Why limit student access to two teachers? Why not use my entire staff?"

With the support of the local school committee, she hired teachers with different academic concentrations. The teachers then taught their specialty to **all** students in grades two through twelve. For example, rather than each elementary teacher instructing their pupils in math and a secondary teacher teaching algebra and geometry, one teacher taught all mathematics to all students.

Pat's innovation cost no more than the "typical" staffing arrangement. Students scored higher on achievement tests and enjoyed having a variety of teachers. Teachers felt less pressure and more satisfaction teaching their fields.

The new staffing plan lent itself to block scheduling for afternoon classes. Students had larger chunks of time for integrated projects in journalism and cultural heritage. Local experts taught skin-sewing. Students even started a community bakery from which they learned bookkeeping and planning skills.

Pat relishes the flexibility and opportunities that small schools present: "Never again will I have the opportunity to create a school that I have right now. It is possible to do many things quickly in rural Alaska. The wheels of our bureaucracies are smaller and often turn faster than they might in larger places."

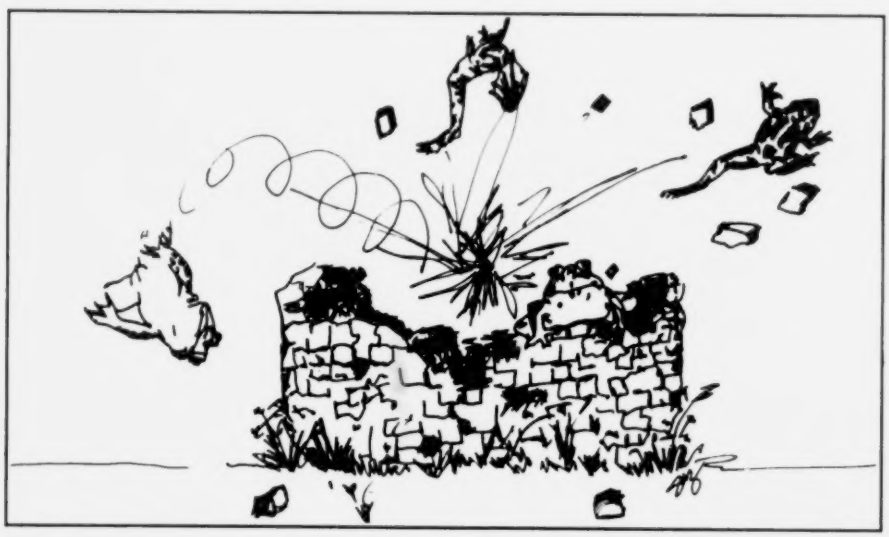
A Cautionary Tale: Don't Blow Up the Well

While Pat Evenson-Brady's story illustrates teacher inventiveness in seizing the opportunities that smallness presents, veteran teachers warn newcomers about making changes too quickly or without careful regard for consequences.

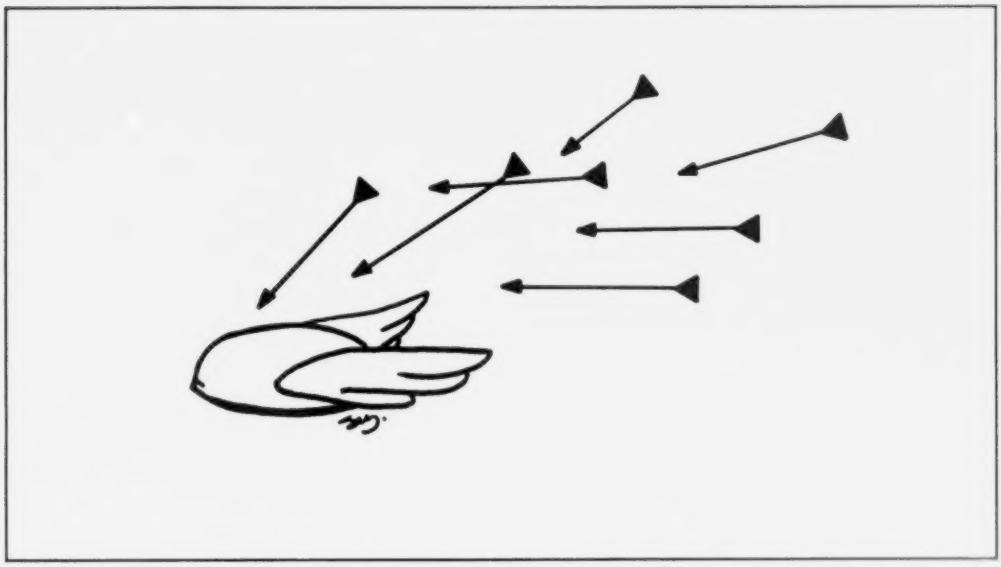
In Saul Bellow's novel, *Henderson, the Rain King*, Henderson wishes to do something good to demonstrate his affection for his adopted African village. Finding that villagers won't use the local well because of an infestation of frogs, he dynamites the well. He gets rid of the frogs — but destroys the village water supply at the same time.

Lest you blow up the well in your efforts to demonstrate your goodwill and affection, heed the advice of veteran rural teachers:

- Go slow.
- Let people get to know you first.
- Establish trust.
- Be slow to judgment and conclusions.
- People often do not respond as you might hope or expect.
- Expect disappointments.



Susanna Gascoine



Susanna Gascoine

A Final Disclaimer: Don't Shoot the Messengers

We have made every effort to verify the information in this book. We have interviewed teachers by telephone to assure that we have described programs and projects accurately. We mailed drafts of our descriptions for review to the teachers responsible for the program or idea.

Despite these efforts, we expect that we may have inadvertently erred in describing some of the programs. We apologize in advance for such errors.

Where possible, we have provided the names of contact persons. We encourage you to contact these individuals directly for additional information.

For us, the bottom line is that teaching in small rural high schools is a rare opportunity to make a real difference in pupils' lives — and to have fun doing it. We hope this book contributes in some small way to your making a difference — and having fun.

Resources

Classic Books on Small Rural Schools

Gjelten, Tom, *Schooling in Isolated Communities*, Portland, Maine: North Haven Project for Career Development, 1978.

Kleinfeld, J.S., McDiarmid, G.W., and Hagstrom, D., *Alaska's Small Rural High Schools: Are They Working?* Fairbanks, Alaska: Institute of Social and Economic Research and Center for Cross-Cultural Studies, 1985.

Nachtigal, Paul, *Rural Education: In Search of a Better Way*, Boulder, Co.: Westview Press, 1982.

Sher, Jonathan, ed., *Education in Rural America: A Reassessment of Conventional Wisdom*, Boulder, Co.: Westview Press, 1977.

Clearinghouses and Organizations Concerned with Small Schools

ERIC Clearinghouse on Rural Education, Small Schools, American Indians, Mexican-Americans, Migrants, and Outdoor Education. New Mexico State University, Box 3AP, Las Cruces, N.M. 88003-0042. Phone (505) 646-2623

This clearinghouse is the national repository for materials relating to small schools, rural education, and Native American education. They collect and disseminate everything from instructional materials to research reports. ERIC will also do computer searches on topics of your choice. Write or telephone them with a request and they will send you back document titles and abstracts from which you can order the entire documents. Write this clearinghouse and get yourself on their mailing list for news reports and fact sheets related to small schools.

Alaska Department of Education, Pouch F, Juneau, Alaska

The Department of Education (DOE) publishes a useful newspaper, *Alaska Education News*, and an indispensable directory of schools, educational institutions, and services in Alaska. DOE has published model curriculum guides for secondary school subjects. DOE staff include specialists in curriculum, vocational education, bilingual education, high technology, and other areas relevant to small schools. If you call for help, you are likely to get switched around to various people but you will probably find someone who knows the field and can connect you to the right networks.

College of Human and Rural Development, University of Alaska, Fairbanks, Alaska 99775

The College of Human and Rural Development publishes a newsletter, *Exchange*, that focuses on developments in Alaska's small schools. Write and get on the mailing list. The College also sponsors summer programs and graduate study concerning Alaska's small rural schools and cross-cultural issues. Write and get on the mailing list.

Northwest Regional Educational Laboratory, 300 S.W. Sixth Avenue, Portland, Oregon 97204

The Northwest Lab has provided useful consulting services to Alaska school districts and to the Alaska Department of Education for many years. Their areas of expertise include effective schooling practices, evaluation methods for state and federal programs, sex equity, and reading and language development. Write for their Product Catalog.

2 Draw From All the Resources in Your School

Doing-It-Yourself

To make a small school work, you need to use imagination. In this chapter, we show what rural teachers are doing with:

- Their Own Talents
- The School Staff
- The Students
- Technology
- Scheduling

Ayaprun Schools, Newtok

The previous numbered page in the original document was blank.

Your Most Valuable Resource Is Your Own Talent

Tutorials

Tutorials

Description:

Research and common sense both underscore the powerful effects of one-to-one instruction on student learning. Benjamin Bloom's research has shown that tutorials between adults and students result in higher levels of participation and interaction, closer monitoring of student learning, greater task engagement, more higher-order thinking, and far greater achievement.

Small schools have an enormous advantage over large schools in that the small school lends itself to tutorial instruction. Teachers can plan instruction to maximize their one-to-one work with students — as Liz Simpson did for 15 years in Nulato.

Nulato Master Teacher Liz Simpson Doing a Tutorial

"Tony, did you ever find the information you needed for your report on mountain climbing?"

Leaning both arms on the table, Liz looks at the boy through her glasses.

"Not yet." Tony is fingering his dog-eared papers like a rosary.

"Right, now," Liz says, "get me the 'M' encyclopedia so I can show you what you need to do."

Liz opens the encyclopedia. "Look under Mountaineering. You want some information on the people who climb mountains."

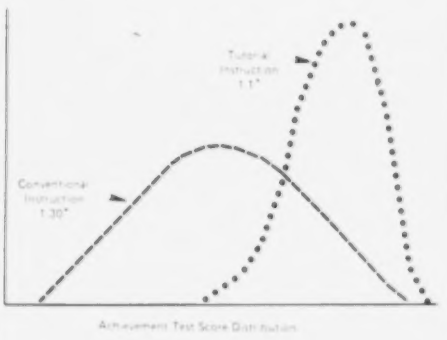
Liz scans the room, picks up some unauthorized activity on her radar, and deals with it. She turns back to Tony, "Get a clean sheet of paper."

Liz starts to demonstrate taking notes, talking Tony through it.

"Never copy word for word. So I'll just put down the information — 'Between 1921 and 1958, eleven expeditions . . . ' " Pointing to the encyclopedia open before her, she continues, "Now, you're going to take this same information and put it in your own words. Then, you want to read a little bit more."

Tutorial Instruction Dramatically Increases Student Achievement

National Research Findings



Source: "The 2—Sigma Problem: The Search for Methods of Group Instruction as Effective as One-to-One Tutoring," Benjamin S. Bloom, *Educational Researcher*, June/July, 1984, pp. 4-16.

How To:

Tutorials offer the ultimate opportunity for modeling and guided practice:

1. *Demonstrate the skill.* Model the skill you are trying to teach. Talk the student through what you are doing and exactly why you are doing it.

2. *Don't leave out steps.* Experienced teachers — because they are experts — often skip over steps that novices need to work through.

3. *Watch the student practice the skill.* After you have solved a math problem, for example, have the student solve the identical problem. Then watch the student solve a similar problem.

4. *Give immediate feedback.* Don't let errors become bad habits. Help the student right away.

The Multi-Subject Class

Description:

"Third period. Let's see, that means I'm teaching typing. And accounting. And photography. Hmmm . . . What am I going to do? I'll just put them all together."

Darla Chevalier, business education teacher in Tanana, was undaunted by the prospect of teaching three different subjects to six students in one period. Teachers come to expect such arrangements in rural schools. Why complain? After all, Kim Mason teaches beginning and advanced typing, bookkeeping, and business management in the same classroom in Alakanak. Bill Radtke, the wizard of the multi-discipline classroom, juggles math, social studies, creative writing, and typing during his first period class — before his first cup of coffee!

Imagine spinning from one subject to the next — amidst a spirited explanation of *Macbeth*, a call from the algebra students forces you to thrust the bloody knife from your mind. As factorials come into focus, you're called to elucidate the moral philosophy of the Declaration of Independence. Turning, turning in the widening gyre, the teacher cannot tell factor from factotum . . . !

How do the Darlas, Kims, and Bills of the world do it? This is what they told us.

How To:

1. *Consider student needs and interests* in deciding which courses to combine into one class. You may develop your own curriculum for the courses — or you may wish to order correspondence courses (see Correspondence Programs).

2. *Schedule your multi-discipline class to coincide with your physical and psychological "peak."*

3. *Organize materials and resources for each course in advance* so students won't outpace you. This will enable you to focus your attention and energy on instruction.

4. *Prepare a folder for each student.* The folder should contain the course objectives, a list of resources, and a schedule of assignments and due dates. Hand out the folders on the first day and explain their contents.

Center for Cross-Cultural Studies

5. *Keep units short.* Five to ten days is a good range.

6. *Give students a schedule of assignments each week.* This plan should be clear enough so students know exactly what they should be doing each day. Special projects should be included in case students finish sooner than anticipated.

7. *Establish a routine for working with each group or individual.* Provide students with a signal — a flag or other indicator — they can use to indicate they need assistance to avoid having students wait in line for your attention. In the intervals between your regularly scheduled sessions with each group, you can circulate to deal with individual questions or problems.

The Multi-Subject Class

8. *Use peer tutoring.* Designate a student in each course to whom others can go for help (see Peer and Cross-Age Tutoring).

9. *At the end of each period, update each student folder.* Check off completed assignments and adjust scheduled assignments to individual students' progress.

10. *For multi-level classes in the same subject-matter, occasional introductory lectures or reviews for the whole group may be appropriate.*

11. *After class, sit motionless in a dark room.* Allow Lady Macbeth and Jefferson to sink, hand-in-hand, into the dark recesses of your mind. Let the quiet wash over you. Feeling a little vertigo is O.K. — after all, you've just been spun.

Variations:

► *The Multi-Age Class:* Recognizing that "grade levels are an artificial method of chopping up a kid's academic development," Dr. Vince Barry of Newhalen places students according to their competence in the subject rather than their age. A seventh grader may be in a sixth-grade English class one period and a ninth-grade math class the next.

Determining a student's skill or knowledge level is critical to correct placement. In Newhalen, the staff consults with various itinerant experts to determine student competence. Achievement and diagnostic tests can also be used.

Center for Cross-Cultural Studies

The Project-Centered Class

Description:

Project-centered curriculum is an idea with a long educational history. Teachers are well aware of the educational advantages of projects — doing something of real life importance, working in cooperative groups, and having a satisfying product at the end.

In large schools, class projects are hard to do. The logistical problems of coordinating different teacher and student schedules, getting out of the school building, and getting out of the 50-minute period often defeat such efforts.

Small schools, on the other hand, readily lend themselves to projects — as Eliot Wigginton has demonstrated at the Rabum Gap-Nacoochee School in Georgia. The series of *Foxfire* books that Wigginton and his students have produced over the years illustrate the project approach at its best.

We need not, however, go so far afield to find examples of curriculum around a series of projects. Look at Terry McCarthy's curriculm in Newtok. One year, for example, he took students to nearby Mekoryuk for the reindeer roundup.

Students participated in pre- and post-visit activities as well as activities in Mekoryuk. Terry talks about the theme of the project — reindeer herding — as "the thread that ties the whole curriculum together." The table below illustrates the different curriculum areas and the project activities associated with each.

Such projects develop many skills critical to academic success — listening, speaking, writing, reading, research, higher-order thinking, and organizing ideas and activities.

Just as important, students derive a sense of accomplishment and pride from the products of their activities. At the same time, the community sees tangible evidence of student learning — videotapes, newspaper articles, subsistence skills, and photographic exhibitions.

Subject or Class	Curriculum Thread
Graphics	A photographic essay of the herd and corral
English	Interview essays and personal experiences
Industrial Arts	Building a stretching rack for the hides
Native Arts	Fleshing, cleaning, and tanning hides
Science	Anatomy, feeding habits, and animal functions
Home Economics	Instruction in proper meat cuts, wrapping, and freezing techniques
Mathematics	Determining weights, pricing, cost per pound, and trip cost
Alaskan History	History of reindeer herding in Alaska

How To:

1. *Involve students in choosing a theme for the project and in planning.* This will ensure that students "own" the project and will be motivated for the hard work ahead. Local aides, elders, and others in the community should be involved as well.

2. *Identify the products of the project.* Will students design projects for an audience, produce a video, a book, a magazine or newspaper, or other tangible products?

3. *Clear the project with parents, the local school committee, and others important in the community.* Many a well-conceived project has run afoul of local values. For example, one social studies teacher decided to have her students carry out a survey of subsistence food consumption in the community. Community members perceived the project as a sly attempt to gather data for the Fish & Game Department. As a result, not only did the project fail but the teacher lost the trust of the village.

   Involving local aides in the planning process is one way of avoiding problems. Another is to get the permission of the local school committee before beginning.

4. *Coordinate project objectives with the curricular objectives of the school and/or district.* Terry McCarthy and his staff sat down with the district curriculum guides and fitted the project objectives to those suggested for language arts, social studies, science, math, Native studies, vocational education, special education, and home economics. This ensures that students are learning skills and knowledge they will need and that the learning objectives of the project are clearly stated.

5. *Be prepared to restructure the daily school schedule to fit activities.* Terry McCarthy and his staff found they needed to adopt a "block" schedule — with two hour periods in the morning — to carry out project activities that did not fit into the conventional 50-minute periods.

6. *Look around you.* Small schools and small communities lend themselves especially well to project-centered curriculum. Terry McCarthy and his staff did another project on housing. They used a construction project in the village as an opportunity to have students study traditional shelter, contemporary building techniques, the governmental contracting process, local hire policy and so on.

   Many teachers have had students conduct local history projects, organize museums, study local wildlife — the list is almost endless.

   Remember Pat Evenson-Brady's observation: "You may never again have the flexibility in curriculum and instruction as you have in small high schools." Have fun!

The Project-Centered Class

Variations:

- *Vocational English:* Hydaburg students work on drafting, welding, carpentry, and stove building projects — and then write about their experiences in English class. As Principal Richard Gigo explains, "They have something that they are interested in to write about."
  During shop, Monday through Thursday, students work on their projects and write draft narratives about what they are doing. In English class on Friday, they revise their drafts and turn them in to be graded.

  Students keep journals and step-by-step descriptions of their projects. They also write letters to vocational schools, introducing themselves and asking for information.

The Teacher as Counselor

Description:

When Dorian Ross became principal of the Togiak School, he brought with him the experience of starting counseling programs in Iran and in Craig. In this program, individual teachers serve as mentors for small groups of students.

Here's how Dr. Ross' counseling period works:

How To:

1. *"Don't set rules and then expect the students to buy into them,"* advises Dr. Ross. Consult with teachers, students, and their parents.

2. *Creating counseling groups.* At least two approaches may be used in forming groups. First, students may be grouped by grade level. This approach has the advantage of familiarity; students know the others in their grade. Second, students can choose their advisor; students name their first two or three choices and the principal apportions students accordingly. This method allows cross-age relationships to develop among the students and is more like the family structure in the community. If you choose the family grouping method, Dr. Ross suggests that students be limited to two or three changes of advisors during their six years in junior and senior high school.

3. *Be flexible.* Be prepared to alter the daily schedule to take advantage of unexpected visiting talent such as an archaeologist or UAF's TUMA Theater.

Dr. Ross explains that the program serves two primary purposes. As full-time counselors are an almost unheard of luxury in small schools, teacher-counselors provide career and educational guidance and social and emotional support. Secondly, the program strengthens relationships between the student and teacher. The teacher-counselors act as "scholastic leader, trusted friend, parental stand-in, and adult model." The warmth of the relationships created through the program radiates throughout the school.

4. *Follow the the morning group meetings with a "cooling out" activity.* For schools using traditional 50-minute periods, Dr. Ross suggests a 20-minute block of silent sustained reading.

   With a program structured into the regular school day, teachers have the time and opportunity, often denied by the sheer "busy-ness" of schools, to keep up with what is going on with students.

Variations:

The Teacher as Counselor

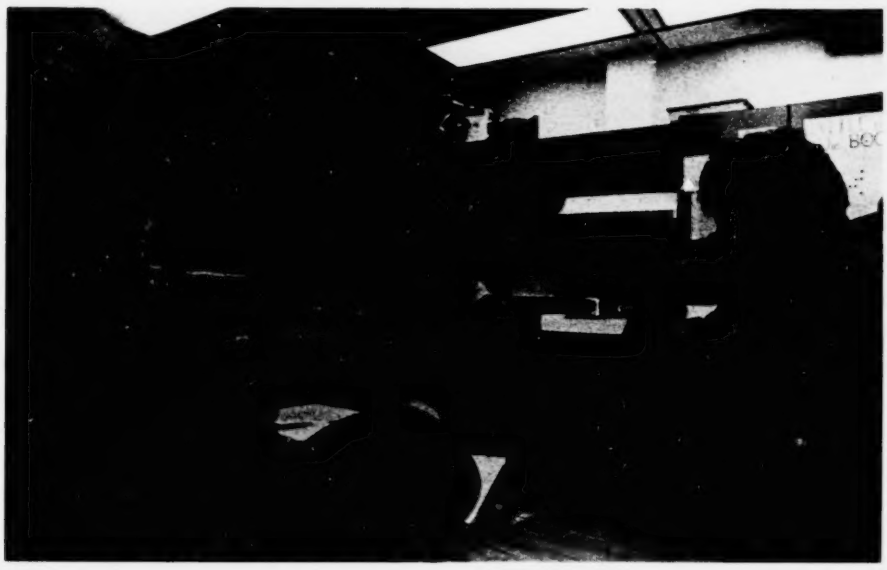
- *Site Counselors:* Bering Straits School District enlists a teacher at each school site to serve as a volunteer counselor. "The key," explains Director of Curriculum/Instruction and Counseling, Richard Carlson, "is to start slowly and provide training to the teachers." The volunteers are brought into the district office for two to three days of training each year. The district counselor keeps in touch with the teacher-counselors, sending them materials on scholarships, study skills, dealing with stress, and so on.

  The final step is posting notices to let parents and students know who the on-site counselor is and what his role is.

- *Career Counseling:* The lack of rural school counselors has led some teachers to devise special courses to prepare students to enter careers or postsecondary education. Dina Thain at Klawock has done just that. In her Career Class, college-bound students hone their study skills while vocational education students practice skills such as résumé writing. Dina says that, since the class began in 1982, "about 60 to 70 percent of the students are in productive fields, doing something for themselves."

  Dina has her students establish goals for themselves at the beginning of the year. She shows film strips or holds audio conferences with people in various fields to inform students of the realities of different professions or trades.

  Students focus their career interests through "self-esteem projects" that help them clarify their priorities and identify their strengths and weaknesses. Students also keep journals in which they record their dreams, aspirations, and autobiographical information. Finally, they keep "career notebooks" in which they record goals and values, job descriptions, their résumé, college descriptions, application forms, and other practical information.



UAF Photo by Sam Winch

Use The Total School Staff

Many of Alaska's small high schools are administratively combined with the local junior high and elementary programs. This creates a rare opportunity — the chance to take advantage of the skills and talents of all the teachers in the school system. Below, we describe ways in which rural educators have used the total school staff to increase the quality of schooling.

Departmentalization

Description:

We have already described Pat Evenson-Brady's assignment of teaching responsibility to her six-teacher staff. Teachers taught their specialities rather than specific grade levels. Phil Brady, Pat's husband, for example, spent his mornings teaching language arts and reading to grades 6 - 8. In the afternoon, he taught language arts to the high school students.

In Koyukuk, two teachers — one certified in elementary education and the other in math and science — were responsible for students in grades K through 10. With a background in social studies and training in the Alaska Writing Project, the elementary teacher assumed responsibility for all social studies and language arts courses. Her colleague taught all math and science.

Teachers derive satisfaction from teaching subjects in which they feel well prepared and in which they are interested. They also like the variety represented by teaching all levels. The students have contact with a broader range of adults. They are exposed to a broader range of teaching styles, perspectives, and personalities.

Just as diversity in a gene pool strengthens a species, so departmentalization, by diversifying the pool of talent and knowledge to which students are exposed, strengthens students' educational experience.

How To:

1. *Departmentalization starts with the principal.* The principals of the elementary and high schools must meet together to plan for departmentalization. Planning should start months before the program is instituted. The principals must determine the academic needs of the program and, in cooperation with the district administration and school board, hire teachers and assign them accordingly. Early information exchanges with the district administration and school board will smooth the implementation of departmentalization.

2. *Teachers working in departmentalized schools need to consult each other.* Consult with teachers who have taught elementary students on methods, classroom management and organization, disciplinary techniques, learning objective, appropriate expectations, and so forth. As elementary teachers will be teaching high school students, they may wish to ask you similar questions.

   Consider subscribing to a couple of periodicals that present elementary school teaching methods. Encourage the elementary school teachers to subscribe to high school teaching periodicals. If the school won't subscribe for you, remember that professional journals may be tax deductible depending on the existing tax laws.

   So take a leaf from Mendel — expand your gene pool!

Variations:

- *Using Elementary Teachers in the High School:* Another version of departmentalization involves using elementary teachers to teach their areas of specialization at the high school level. For example, an elementary teacher with a background in art may teach the high school art classes. To free up the teacher, either the class is scheduled after the school day ends in the elementary school or the high school teacher takes over the elementary class.

Departmentalization

Center for Cross-Cultural Studies

Students Can Teach Students

Peer and Cross-Age Tutoring

Description:

In the multi-grade, multi-ability classroom typical of rural Alaska, teachers — darting from one student to another, from one subject to another, and from one ability level to another — often wish they could clone themselves. Lynn Ontiveros, Resource Teacher at the Frank A. Degnan School in Unalakleet, has managed to do just that — with a peer tutoring program rather than genetic engineering.

Lynn matches students carefully. Sometimes an academically gifted child learns sign language and teaches sign language to a hearing impaired child. Sometimes an older student with a learning disability is the perfect choice to teach a younger child with the same disability.

Lynn writes out a list of specific learning tasks for the tutor to work on with the tutee (such as learning the "a" sound). Each day the tutor checks off whether the tutee was able to complete these tasks. This record-keeping system lets Lynn know exactly how each tutor and tutee are progressing and where the trouble spots are. When a tutor is having trouble teaching a skill, Lynn can step right in and figure out something new to try.

In small schools, older students teaching the younger ones and advanced students tutoring their peers has a long history. Research shows that such instruction is educationally effective — for tutor as well as tutee — and cost-efficient. In rural Alaska, cross-age and peer tutoring are naturals.

Peer Tutoring

Although Lynn developed her program specifically for special students and gifted students in grades K through 12, the organizational structure is applicable in other settings. This approach provides training for the tutors, establishes criteria for the performance of both tutee and tutor, and documents the progress of both.

How To:

1. *Choose tutors and match them with* tutees. In choosing tutors, a critical

John Myers, Chefornak

criterion is the potential tutor's communication skills. After the initial training, tutors should be tested to ensure that they can clearly explain the subject matter. Bright students who can't explain clearly may only befuddle their classmates.

In matching tutors and tutees, pay attention to personalities and aptitude. Bright tutors who lack patience should not be matched with slow learners. Such a tutor is better matched with a bright student at a lower grade level.

Students who have low self-esteem and believe themselves incapable of learning may be best matched with upbeat tutors who inspire confidence.

Peer Tutoring

2. *Train tutors.* Several group meetings with your tutors will allow you to discuss their roles and responsiblities. Specifically, you should address the following:

TUTORS AS MODELS: Emphasize to your tutors that they should model not only academic skills and knowledge but appropriate behavior as well. They need to be on time to tutoring sessions, have materials ready so time is not wasted, and put away all materials at the end of the session.

TUTORS AS TEACHERS: Point out to the tutors appropriate teaching behaviors. These include being aware of any physical, emotional, or social problems that might affect their tutees' performance as well as monitoring the tutee's reaction to the lesson. Is he fidgety, bored, lost? Talk about non-verbal indications of tutee attention such as wandering eyes, frowns, drumming fingers, and so forth.

Another topic to discuss with tutors is their attitude. If the tutor is bored or tired, she will communicate her mood to the tutee and blow any chance of being effective. Point out the importance of being enthusiastic and supportive.

INSTRUCTIONAL TECHNIQUES: Demonstrate to the tutors how to prepare materials, how to find effective exercises, how to ask questions, how to use examples or analogies, and so forth.

Teach a sample lesson to the tutors as you wish them to teach their tutees. As you teach, explain what you are doing and why. You may want to pair up the tutors and have them practice tutoring each other as you monitor them. You and the tutor's partner may want to give the tutor feedback on their technique.

As thumbscrews and racks are somewhat out of fashion, discuss the use of behavior modification techniques for dealing with inappropriate behavior. Ignoring off-task behavior, positively reinforcing appropriate behavior, and the use of tokens and points are all techniques that tutors can learn and use.

Tutors will also need instruction on how to correct their tutees' work and record their performance.

3. *Monitor the tutors.* In addition to observing individual tutors regularly and checking the records they keep on their tutees, meet with the whole group once a month or so to discuss common problems, questions, and tutoring techniques.

You may also want to have the tutees evaluate their tutors. Information from an informal survey could enable you to help the tutor adjust his speed or modify his techniques or select more appropriate materials. Consider using a written evaluation — tutees are more apt to be critical on paper than in an interview with the teacher.

4. *Give the tutors feedback.* At the end of the quarter, acknowledge your tutors with certificates of achievement presented at an awards' ceremony. Give a party for tutors and tutees to celebrate their hard work.

With the sky-rocketing cost of genetic engineering, Lynn's method of cloning the teacher may be the way for rural teachers.

Peer Counseling

Description:

Inspired by the work of the National Chemical People, students at Bartlett High School in Tyonek organized a "Chemical People" town meeting. A panel of six respected and concerned adults in the community discussed their own experiences and served as resources for students who needed help with alcohol and drugs.

Impressed with this effort, students decided to organize a similar group within the school. From an original group of nine peer counselors, the program grew to fifteen students the following year.

Peer counseling not only supplements the meager counseling services available through the school but also reaches students who might not otherwise seek help. For some troubled youths, peers are less intimidating than adults. This seems particularly true for young people with serious problems of substance addiction or emotional depression.

While the success of the program depends on the genuine concern of the peer counselors, a carefully structured program with adequate training for the counselors increases its effectiveness. Bartlett Counselor Patricia Chitty suggests the following approach to setting up a program.

How To:

1. *Students must want such a program.* To achieve the student ownership needed for the program to succeed, they must be involved in planning and structuring the program.

2. *Selecting peer counselors.* Students who are setting up the program should solicit volunteers. Volunteers should be screened according to a set of criteria such as sincerity in wanting to help others, reliability, positive attitude (including their willingness to work on their own problems), respect for the dignity of others and the confidentiality of all communications, and high standing in the eyes of other students.

3. *Train peer counselors.* Counselors should be taught how to deal with major social problems such as suicide, depression, apathy, substance abuse, and physical and sexual abuse.

Susanna Gascoine

Pat Chitty recommends the following as organizations that can provide training: The Anchorage Crisis Center; Anchorage Mental Health; Akeela House; RuralCAP; the Inside/Outside Prison Program; and CINA's Alcohol Prevention Program. In addition, the health corporation in your region might also provide training.

4. *Develop guidelines.* Pat Chitty suggest the following:

   - Always have a supervisor in the building in which the conference between the counselor and his "client" is being held.

Peer Counseling

Yukon/Koyukuk Schools

   - All communications are confidential. Counselors can breach that confidentiality only in a life-threatening situation such as a potential suicide or child abuse.

   - Counselees may choose their counselors. Post the names of counselors in several places around the school and in the school and village newsletter. Students may make appointments either directly with the counselors or through the school counselor.

   - Avoid a pre-arranged schedule of counseling sessions. Counselors and clients should arrange their own session — outside of class.

   - If a counselor must miss a session, he should arrange for another counselor to substitute for him or re-schedule the session.

   - Counselors should listen non-critically to their clients.

   Counselors need to be patient. The client is likely to be in a behavioral rut. Despite the rationality and lucidity of the counselor's advice, the client will probably continue to make the same mistakes for some time.

   For serious problems, counselors should suggest that the client contact a professional organization or ask their client if they can speak to the school, village, or district counselor.

5. *Monitor the counselors.* Meet with the counselors once a month to provide further training and to discuss problems or issues that have arisen.

6. *Additional resources.* Pat Chitty recommends the following publications for more information:

   The Complete Handbook of Peer Counseling
   by Mimi and Dan Samuels
   Fiesta Publishing Co.
   1515 N.W. 7th Street
   Miami, FL 33125

   (Published in 1975, you may have to look for this classic!)

   Counselors Under Construction
   by M.J. Hannaford Pettit Publications
   1940 Trumbull Drive
   Atlanta, GA 30338
   $8.00 $ .75 postage

   "One of the best, most upbeat, contemporary books I've read"
   - Pat Chitty)

Technology Can Expand Your Power

STUDENTS IN THE INUPIAQ STUDIES class at Ambler High School wrote a series of stories through the eyes of a teenager living in Ambler long ago. They drafted and revised the stories using a word processing program.

STUDENTS AT NEWHALEN produced camera-ready copy for their school newspaper and yearbook with a word processing program, a spelling checker, and a typesetting program. They wrote their articles and headlines on computer — just like professional journalists.

A PORT LIONS JUNIOR wrote a BASIC program to monitor water conditions in an 80-gallon fish tank containing salmon eggs. Each day he entered the ammonia nitrogen level, oxygen level, and water temperature. The program displays a warning and suggests corrective actions if water conditions approach the tolerance levels of the salmon eggs.

Technology

Frontier environments stimulate new ideas and new ways of doing things. Rural Alaska education is a classic case. Alaska's rural teachers are pioneers who are making serious and imaginative use of the new technology available for educators.

Here we discuss what rural teachers have been doing with:

- Computers
- Audio Conferencing
- Instructional Television
- Video Technology

Computers

Description:

Many rural teachers who first come to the Alaskan bush are surprised — and sometimes unprepared — to see how many computers their schools have. Many rural schools have one computer for every four or five students.

Outside observers are sometimes struck by the apparent contradiction — students from remote, traditional villages using advanced computer technology. But computer programs are as at home in rural education as Yupik language programs. Students enjoy the new technology. Teachers enjoy the opportunity to individualize instruction and to do projects which yield products of professional quality — such as a community newspaper.

Many teachers have used the eight Individualized Study by Technology (IST) courses produced by the Department of Education. Others have acquired commercially available software. Some districts — like Yukon/Koyukuk — have developed their own software, carefully tailored to the specific language problems of the students in their district.

Computers have the most benefit when teachers go beyond drill and practice programs. Rural teachers are showing students how to use the computer as a tool for 1) writing and revising, 2) storing and retrieving information, 3) making complex calculations, 4) simulating complex situations, and 5) communicating across distances.

How To and Contact:

Alaskan educators using computers can link up to important support services. We describe them briefly below:

Alaska Association for Computers in Education (AACED)

AACED is the professional association for educators who use computers. It sponsors a newsletter, a major conference each year, and a number of contests and information exchanges. Membership is $15.00 per year. For a membership application write to:

AACED
Box 4-652
Anchorage, AK 99509

Alaska Computer Consortium

This is a consortium of school districts which was organized during the summer of 1986 to provide low-cost software, training, software find-and-evaluation services, and general support to educators in participating districts. The consortium distributes Minnesota Educational Computing (MECC) software, operates the Educational Computing Center in Anchorage, and manages an electronic bulletin board on the University of Alaska Computer Network (UACN). For more information, contact:

Alaska Computer Consortium
c/o The Northern Institute
650 West International Airport Rd.
Anchorage, AK 99502

Alaska Department of Education

The Department of Education has produced eight Individualized Study by Technology (IST) courses for rural high schools. The courses make use of a variety of media, including computers. Courses include Alaska History, American History, General Science, Health, Consumer Education, English and Reading.

The Department also distributes publications and multi-media materials which support the use of computers in education. For those materials contact:

Paul Berg
Office of Instructional Services
Alaska Department of Education
Box F
Juneau, AK 99811

Other Resources:

The Educational Software Selector (TESS) is a printed data base of descriptions and evaluation information about 7,800 educational programs. TESS is published annually by EPIE Institute. For more information about TESS, write to:

EPIE Institute
Box 839
Water Mill, NY 11976

Computers have become closely identified with the process approach to writing instruction. A teacher who has received writing process training will be able to make more effective use of computers in the classroom. Excellent training is available through the Alaska State Writing Consortium. Contact your district's teacher representative or:

Annie Calkins
Office of Curriculum Services
Department of Education
Box F
Juneau, AK 99811

The Yukon/Koyukuk School District has developed a variety of *programs with Alaska themes* that address the types of language problems common among village students. Examples are "Iditarod Musher" (subject/verb agreement) and "Deneki and Dineega" (frequently confused homophones). These kits can be purchased for $10 - $15 and the purchaser receives a license to copy programs within the school. All kits include a teaching guide. Contact:

Instructional Office
Yukon/Koyukuk School District
Box 309
Nenana, AK 99760

The *University of Alaska* and post secondary institutions across Alaska *offer many courses in the field of educational computing*. The University of Alaska-Juneau has a master's program in Educational Technology. Contact the nearest college extension center, community college or university campus for information about course offerings.

Subscribe to one or more of the *major educational computing magazines*. These are full of information and ideas about using computers in the classroom. Most contain timely software evaluations.

Audio Conferencing

Audio Conferencing

Description:

Would you like your students to talk with teenagers in New York or Anchorage? Would you like them to hear from a university scientist about how sound from their boat travels through water? How about a conversation with Judy Blume or Kareem Abdul-Jabbar?

Audio conferencing is a cost-effective means of linking your students with resources far beyond the community and state. Many people all over the country would enjoy the opportunity to talk with culturally diverse students in Alaska. Call them! You'll be surprised to find out how willing they are to teach your students free of charge.

As *Learning through Audio Teleconferencing* (a Department of Education publication) points out, audio conferencing enables students:

1. To be active, rather than passive learners.
2. To develop a sense of the people involved in abstract, distant events.
3. To use primary sources of information.

You can use audio conferencing in two ways. 1) You can expand your classroom by calling the person with whom you wish to speak and turning on your convenor. 2) You can link your classroom with several locations in Alaska or outside the state by dialing into the bridge for connections. Several operators, located in Anchorage, operate the bridge. They connect the different sites into a conference and check the quality of the connections. They are available during the conference to help with technical problems.

Special conferencing equipment is available at more than 300 sites around the state. This portable equipment consists of a loudspeaker and a set of push-to-talk table microphones.

Many rural teachers participate in a statewide program using audio conferencing, "Battle of the Books." Students read books from an assigned list and then participate in head-to-head competition with other schools via the audio conferencing system. (See description in last section.)

Audio Conferencing

You can also arrange your own audio conferencing program. Students in the remote Aleutian village of Akutan, for example, held nine audio conferences with students and resource people all over Alaska. Audio conference topics included radio production, Native languages, and Alaska regional geography. Akutan students also produced a radio drama which they shared with a statewide student audience again — via audio conference.

How To:

1. *Define the purpose and objectives.* Be specific about what you wish to achieve during the audio conference. Limit yourself to a few well-chosen and thought-out objectives. Students should help in planning and goal-setting activities.

2. *Select and contact participants.* Contact participants at least three weeks in advance. Explain the purpose and objectives. Follow any telephone contacts with letters. Have your students write these letters.

3. *Prepare your students.* Work with students on pre-conference activities. These might include research, advance discussion, generating questions, and simulating the audio conference so they know what to expect.

4. *Prepare an agenda.* Involve students in preparing a written agenda that specifies the order of topics or questions, the process to be used, and the duration for each activity or objective.

5. *Limit the time.* Keep the conference to an hour or less. Keep in mind your students' attention span.

6. *Schedule the conference time.* At least one week in advance, contact the scheduler. The scheduler will assign a bridge number.

7. *Inform participants.* Send the bridge number and the agenda to participants as much in advance as possible.

8. *Do follow-up.* Students could write letters to participants. Another follow-up activity could be putting together a magazine which contains responses of students and participants to the conference.

Variations:

- *Hooking Up With NASA:* Noatak High School students talked directly with a NASA research director at the Langley Research Center in Virginia about the space shuttle program. During the audio conference, students saw an accompanying slide show, took notes, and asked about space projects and career opportunities.

- *Audio Conferencing on Academics With Other District Students:* Students at Buckland High School participated in monthly audio conferences with students at other Northwest Arctic schools. Coordinated by the school district office, conferences focused on specific academic topics from science to literature.

- *University Audio Conference Courses:* A student in Newhalen earned university credit by taking a history course via audio conference from the University of Alaska. The school's adult education coordinator supervised the student.

Contact:

For further information, contact:

Office of Instructional Services
Department of Education
Box F
Juneau, AK 99811
(907) 465-2884

Write this office for a copy of their excellent monograph: Marjorie M. Benning, *Learning Through Audio Teleconferencing*, Alaska Department of Education, Office of Instructional Services, 1986.

Instructional Television

Description:

Rural teachers have found instructional television of enormous value in opening up unfamiliar worlds to their students. Some teachers use television to teach entire courses to advanced students. Others use television to teach parts of courses, especially those requiring equipment and experimentation difficult in a small school.

Learning Through Television, a useful publication of the Office of Instructional Services (OIS) at Alaska's Department of Education, points out the special educational benefits possible through television. Television is particularly useful for transmitting concepts and information to students with limited reading skills. Alaska Native students tend to be strong visual learners — which makes televised lessons particularly attractive.

Television can make abstract, remote material come to life and personalize events distant in space and time. Students become engrossed in the action, color, and imagery.

At the same time, teachers know all too well that students have learned to be passive television viewers through constant exposure to entertainment television. To instruct effectively, teachers need to do much more than put in a videotape and let it run.

The Office of Instructional Services has purchased the rights to over 175 ITV series — more than 3,000 individual programs in thirteen curriculum areas. Most of them come with teacher's guides, which suggest viewing activities, identify objectives, and describe the content of each program in the series. Some even have student workbooks, tests, maps, and filmstrips as well. Rural teachers have previewed ITV series by ordering the teacher's guide for review before ordering the tapes.

The most popular ITV programs among rural teachers are the Alaska studies programs — "Alaska History," "Alaska Native Land Claims Settlement Act Teacher Inservice," "Ecosystems of the Great Land," and "Sea School."

Rural teachers also make considerable use of programs in the hard-to-teach subjects: foreign languages, science, mathematical problem-solving, and reading.

Until 1986, ITV was delivered directly to rural schools through the LearnAlaska Instructional Television Network. Funding cuts have hampered direct delivery, although some direct programming may be negotiated. Meanwhile teachers can still obtain most of the ITV series from the State Film Libraries in Anchorage or Juneau — at no charge.

Tapes can be obtained in one of two ways:

- DUPLICATION: If a blank videocassette is sent to the library, the requested program will be copied onto it and mailed back to the teacher. This copy can then be kept until the rights expire — sometimes indefinitely. You can create a complete tape library for your school in this way.

- CHECK OUT: Tapes can be checked out from the library, just like books. Tapes must be ordered with a computerized order form available from the film libraries, the Office of Instructional Services, or possibly your school library.

Instructional Television

How To:

Interested in developing an effective television lesson? Here are some suggestions from *Learning Through Instructional Television:*

1. *Figure out just what you want the ITV materials to accomplish.* The programs can be used to introduce a unit, present the basic material, reinforce material, or set up a problem-solving situation. The teacher's guides contain valuable suggestions.

2. *Think creatively about how to group students.* You can set up an ITV center so that a student with headphones can use the programs independently. You can use the program for small student groups in a multi-level classroom. Sometimes the entire class will view the program but not always.

3. *Prepare students for what they will see on television.* Most students are not active viewers. Ask students to come up with questions about the content, or to make predictions about what they will see.

4. *Start and stop the tape to allow for reflection and discussion.* You do not need to play the program from start to finish. Stop the tape and talk about what has gone on. Ask students to anticipate what will be coming up. Review segments to check students' ideas or give them another chance to think through the question.

Contact:

For a catalog and free teacher's guides, write to:

Office of Instructional Services
Alaska Department of Education
Box F
Juneau, AK 99811

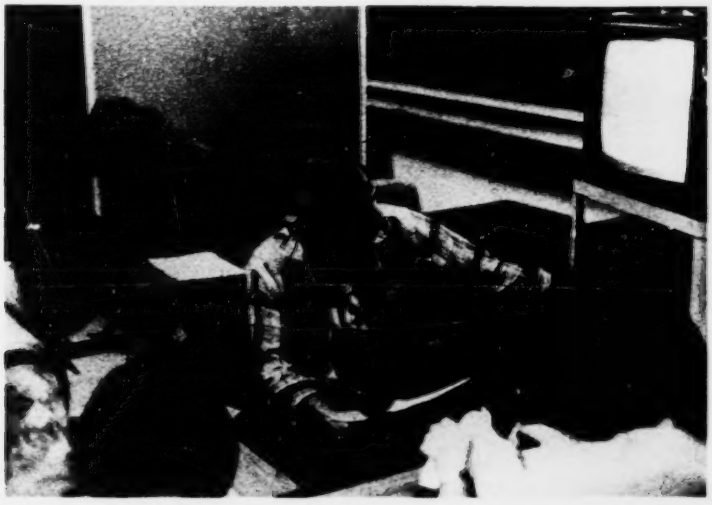
Ask OIS as well for a copy of *Learning Through Instructional Television* by Marjorie Benning and the companion videotape, *Learning With Instructional Television.*

To borrow a tape or acquire a duplicate, send a computerized request form (or a blank videocassette for duplication) to:

Anchorage Film Center
650 International Airport Rd.
Anchorage, AK 99502

or:

Juneau Film Center
Pouch G
Juneau, AK 99811



Center for Cross-Cultural Studies

Video in the School

Description:

The availablility of videocassette recorders and cameras has created a great variety of learning opportunities for students in rural Alaska. In small high schools, students have ready access to video equipment because, as with computers, fewer students are vying to use it. The potential of this technology for use in the classroom is well illustrated by the work Bill Hatch has done with his students at the St. George Island School.

CLASSROOM USE. Hatch found that the opportunity to produce their own television programs was a powerful motivator for his students. Encountering resistance from some shy students when they were assigned oral presentations, Bill worked out a compromise. Students made their presentations in front of the video camera. Then Bill and the students viewed the tape. "When they saw themselves, they viewed their performance critically," explained Hatch. "They then rewrote their speech and presented it again until they got it the way they wanted."

VIDEO PRODUCTIONS. Hatch's students also produced their own ghostly video — in an empty house. After editing and adding music, they submitted the tape to the Seward Silver Seahawk Video Festival. Against stiff competition that included much larger schools with more sophisticated equipment, they took second prize.

In addition to the "ghost story," Hatch's students have produced other videos. They recorded a "bidar" — a wood-framed canvas boat large enough to hold a car — unloading supplies from a barge. The bidar's days will end with the completion of a new community dock. The tape represents an important historical record. Students sent the tape to Alaska Nightly News where it was edited and aired.

Video Yearbook. During the school year, students taped people, special events, wildlife, and village scenes. Then they edited their footage and added a soundtrack to complete the video production.

Teddy John, Newtok

"It's like a home movie for the whole village," explains Hatch.

Among the *educational benefits* of video production, Hatch includes:

- Learning to plan, organize, speak, and write.
- Learning to rewrite.
- Building self-confidence and a sense of competence.
- Improving attitudes towards school and learning.

Video

How To:

Bill Hatch and Sylvia Gist, language arts teachers at St. Paul Island School, suggested the following in the *Alaska Education News* (October, 1985):

1. *Use high quality tapes and tape at your machine's highest speed.*
2. *Choose equipment carefully.* Purchase equipment that allows insert editing and recording of audio separately.
3. *Plan.* The more planning you do, the easier the project will be.
4. *Limit taping.* Hours of taping means hours of editing.
5. *Segment the project.* Produce your tape in short independent sections.
6. *Keep segments short.* Brevity keeps the video interesting.
7. *Trust students with equipment.*
8. *Assign tasks.* Make sure everyone on a video team has a role — camera-person, audio director, and so on.

Bill Hatch

9. *Think about sound.* Remote microphones make for better audio. Remind students to be conscious of the audio. One student ruined an hour of tape by humming during filming.
10. *Emphasize practice.* Give students plenty of opportunity to try out the equipment before beginning a project.

Variations:

- *Public Service Commercials:* Marshall High School students produced a sixty-second animated public-service commercial on the dangers of drinking and driving. They constructed sets and a snowmachine from paper and used beer and liquor bottles as puppets. After taping, editing, and adding a music track, students sent the tape to KYUK in Bethel which aired it.
- *Video Histories:* Marshall students also produced a video history of their village. After sketching out a script, they taped village elders and community scenes. As they edited the four hours of tape into a 45-minute show, they wove in old photographs, narration, music, and sound effects.
- *Exchange of Videos With Other Schools:* Students at Central's Far North School produced a video of the Yukon Quest dog mushing race to exchange with high schools in Pennsylvania, Nebraska, Oregon, and other parts of Alaska.

Contact:

The *Student Video Productions Handbook*, available free of charge, contains information about budgeting and equipment, class organization, production planning, script writing, acting, editing, and more. It was compiled by Mike Druce, a teacher in Kotzebue.

Write to:

Office of Instructional Services
Alaska Department of Education
Box F
Juneau, AK 99811

Take a Fresh Look at Scheduling

Block Scheduling

Description:

The conventional seven-period school day often does not fit the needs of curriculum and instruction in small rural high schools. Many rural teachers are tailoring time to the curriculum. By innovative scheduling, teachers can also use community people as teachers and reduce the number of their daily class preparations.

In Dot Lake, Gary Leighty has adopted block scheduling for certain kinds of intensive courses. Each course meets, for example, two-and-a-half hours per day for 12 weeks — or 150 hours total over 12 weeks rather than the conventional 36 weeks. Dr. Leighty thus can offer his students nine courses in a school year. A typical cluster is Biology, Spanish I, and American Government. Next year, Dr. Leighty plans to expand the vocational education curriculum by employing experienced skilled laborers from the community, such as a local woodworker and a small-engine mechanic.

Dr. Leighty and Martha Trotzke, whose children attend Dot Lake School and whose husband taught the Spanish class, offer the following *advantages of blocking scheduling* of intensive courses:

- *More courses may be offered.* In Dot Lake, community members who could not commit nine months to teaching may be able to teach for three. An additional benefit is the strengthening of school-community relations through using community members as instructors.
- *Course rotation helps maintain student interest and fosters high attendance.* Kids are less restive at the end of the year because they're not banging their heads against "the same old thing." They do, of course, tire of intensive courses as well, but, as Mrs. Trotzke notes, "by the time they begin to complain, it's all over."
- *If students drop out of school during the year, all is not lost.* They will receive credit for the intensive courses they have completed successfully.
- *Instruction time is increased* because a lower proportion of total class time is used on set up and wrap up.

A disadvantage of intensive courses is getting behind because of absences. Missing a day results in a student being further behind than he would be had he missed a day in a conventionally scheduled school.

Variations:

- ► *Mini-Courses:* At Togiak Junior High School, during the first period, students are divided among physical education, art, music, and vocational education. Students attend each course for three weeks and then rotate to the next course. At the end of twelve weeks, each student will have had a mini-course in each of the four subjects.
- ► *Block Mini-Courses:* For one week each spring in Akutan, students enjoy a "mini-session and educational fair." After attending required classes in reading, math, and cultural arts in the morning, students spend the afternoon

in elective courses such as drafting, fencing, and puppetry. These electives are scheduled in blocks of 15 minutes to three hours, depending on the subject. On the weekend, students present their completed projects to the community.

Students in the mini-course on geography, for example, presented a map and a written profile of Akutan. Students in the mini-course in journalism presented a mock news program.

Head teacher Theresa Mercer says the program breaks the routine and rekindles student interest.

Block Scheduling

Center for Cross-Cultural Studies

3 Explore the Education Available in Your Community

Fishing-the-Sea

This chapter looks at different ways of using the community to educational advantage:

- Using Local Talent
- Developing Cultural Heritage Projects
- Providing Community Services
- Starting Student Enterprises

The most important resource for rural teachers (outside of themselves) is the local community. Drop in a fishing line and see what you can come up with. Teachers can employ community members as classroom resource people who possess a range of skills and knowledge — subsistence, survival, and craft skills; knowledge of local ecosystems and local history; familiarity with traditional stories and dance. Local instructors offer another enormous advantage: They embody and express community values.

Many rural teachers are developing curriculum and projects that tie into the traditions, customs, economy, and history of the local community. Such activities build upon students' familiarity with local subjects and their interest in their immediate world. By demonstrating to the community that the school considers the community a vital element in educating youth, these activities also generate local support for the school and the academic program.

Teachers can also build upon and develop a central value of rural Alaska: Serving the community first. Projects that provide services to the community both strengthen this value and, again, develop support for the school in the community.

Yukon/Koyukuk Schools

The previous numbered page in the original document was blank

Employing Community People to Teach Classes

Local Experts

Local Experts

Description:

Three of the most common criticisms of small rural high schools are: 1) the lack of variety in the curriculum, 2) the lack of variety in teachers, and 3) teachers teaching subjects for which they are not qualified. By using local instructors, the school can address all three problems.

When a 1984 community survey revealed that parents in Dot Lake wanted their children to study a foreign language, for example, Principal Gary Leighty hired local resident Paul Trotzke. Trotzke is a native speaker of Spanish with some teaching experience at the college level. His Spanish class was so successful that his eight students signed up for Spanish II.

Kwigillingok High School hired the village corporation president to teach an Alaska Native Lands Claims and corporation management course. To teach aerospace science, Birch Creek School hired a local pilot.

When the students at Port Alsworth wanted to learn dog sled-building, the school hired Nels Hedlund. During the last period each day, Mr. Hedlund demonstrated construction to the junior high students. For two hours each day, both during and after school, the students worked on their own sled. In ten days, they completed a sled that they raffled off for $1200. Not bad for a bunch of kids!

Dan Hill, the principal at Port Alsworth, feels the real pay-off came when one of the students helped his father how to make a sled. The boy was able to show his father he had learned something useful in school.

How To:

1. *Keep your ear to the ground.* What do your students want to learn about? What do parents want their children to learn? Dan Hill suggests that you "keep your ear to the ground. You'll hear kids say that they wish they could learn about airplanes or guns or whatever." Parents, too, will voice their wishes for their children, often informally over tea or during bingo. So **be prepared to listen.**

Yukon/Koyukuk Schools

Ayaprun Schools, Newtok

Local Experts

2. *Hook the right person.* After identifying areas of interest, talk with local residents working at the school, school committee members, the mayor, and village council president. They will know who in the community could teach the subject.

3. *Find the bait.* Figure out how much you can pay people before you approach them. Veteran teachers point out that you risk insulting people if you are not prepared to pay them. As teachers are paid for teaching their expertise, local people justifiably expect to be paid for teaching their expertise.

   To avoid putting people on the spot, particularly if you are new to the community, you might wish to mention the possibility of teaching casually and in a non-direct manner. The individual's response to the suggestion will cue you as to whether or not you should pursue the idea further.

   Because he has spent several years in the community and has hired several local people to teach, Dan Hill can now approach potential teachers directly: "I happened to notice you have a lot of skill in (whatever). Have you ever considered that a lot of students could benefit from your skill?"

4. *Reel them in.* A written description of the course with stated objectives is important. Such a document constitutes a kind of contract with the teacher and can be shown to district officials to justify the expense.

   Some local teachers will be comfortable writing up their own course descriptions. With others, you may wish to have them describe the course and the objectives and you write these down. Read them back to the teacher to ensure you have understood.

5. *Determine student credit.* Figure out the number of hours needed for students to earn 1/4 credit or 1/2 credit. If the teachers cannot devote the 34 or 67 hours necessary for credit, you may have to classify the course as extracurricular.

6. *Train the teachers.* This is a delicate matter. Remember that you have hired these individuals as experts. To take

the attitude that you are going to show them how to teach is to risk insulting them. Traditional methods of teaching, which are indirect and involve observation and independent practice, may conflict with your expectations.

In Newtok, Jim Strohmer worked with his aide, John Moses, to develop an elective course on subsistence skills and lifestyle. Before class, Jim and John would sit down and design the lesson together. Then John would teach the lesson. This type of cooperation and sharing of information and experience worked well.

7. *Help out with instruction.* Make sure that the materials the local teacher needs are available and ready. Be available in case the local teacher needs assistance. If possible, attend his classes.

Local Experts

8. *Show your appreciation.* Discuss with your students an appropriate token of appreciation. This may be a gift the students have made or selected, a party, or a certificate.

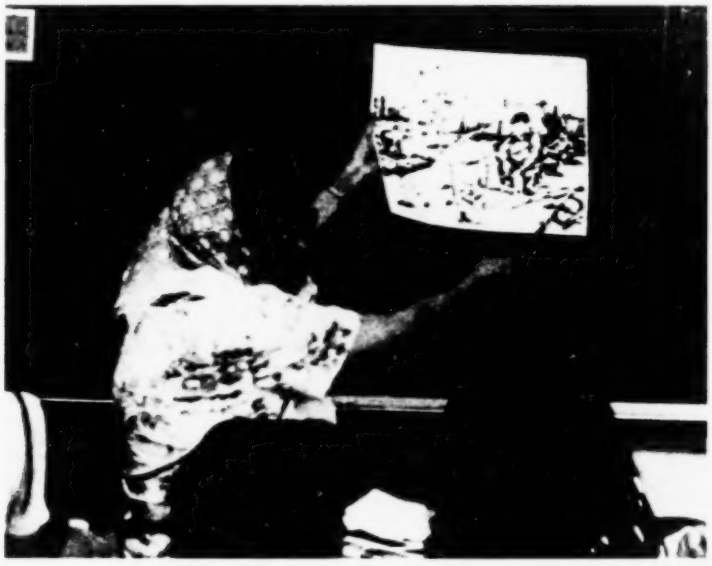
Do not despair about the lack of variety in the curriculum — cast your net into the community sea. Your catch will add a lot to the students' diet.

Variations:

► *Training for Local Teachers:* Yukon Flats School District established a Village Teachers Training Program at the district's Vocational Education Center in 1984. Skilled adults who want to teach in the vocational education program at their local high school may apply for admission to the program. Those chosen by the local school committee or those promised a job by the high school or village corporation receive more training in their speciality and attend classes on teaching methods, curriculum, and lesson design.

The Center also provides career guidance. Participants develop a lifetime placement file. This file contains a standardized registration form, an academic aptitude profile, an inventory of career interests, a record of their training at the Center, and a list of skills they have demonstrated.

When they have completed the program at the Center, the teachers return to teach in their villages. Thanks to the program, for the first time, some students in Yukon Flats will be able to receive vocational training in their schools.



Iditorod Area Schools

Students Learn About Their Cultural Heritage

A false dichotomy has been created between programs to teach conventional academic skills and knowledge, on the one hand, and programs to teach Native students about the history, customs, crafts, and values of their people, on the other.

These objectives are equally important and mutually supportive. Yet some people see them as incompatible. The evidence shows these programs are complementary. The work of John Pingayak and Joseph Slats in Chevak, as an example, demonstrates that excellence in one type of program does not preclude excellence in the other.

Cultural Heritage Program

The Chevak Cultural Heritage Program

Description:

"If we want our young to be strong, they must have a sense of their past. The school is obligated to fill the hole it created in the learning of traditional skills and values." This is the way John Pingayak describes the motivation behind the Cultural Heritage Program.

To get the program started, the school applied for and received a Title IV grant. The program today has its own building — part of the old BIA school — and two elders who serve as consultants and provide information on local history and genealogy. "The elders are our connection between what happened in the old days and modern times. They are the only ones who know what happened," explains John.

The elders also play a key role as conflict mediators. They talk to whole classes about the importance of education and maintaining the knowledge and skills of their people. They are a vital link between the school and the community, the past and the present, the young and the old. Before the program began, John's grandfather, Joe Friday, fulfilled these roles.

John teaches Cultural Heritage in grades 3 through 6 as well as in two high school classes. The program offers instruction in traditional skills such as carving, skin sewing, Eskimo dance, and subsistence as well as in local history.

Students have produced videotapes, native-language textbooks for elementary students, and dance theater. John is arranging a trip to Russia for his dance group.

Each spring, the program organizes the annual Spring Dance Awareness Festival. In the mornings, students attend their regular classes, but work on topics with cultural themes. Visiting students from other schools often join them. A morning spent studying non-verbal communication skills might be followed by an afternoon of traditional stories or a discussion of local history in the village church.

In the evening the students, together with visitors and community members, gather in the community hall for Eskimo dancing to the drumming and chanting of the elders.

How To:

John Pingayak offers the following advice for those interested in cultural heritage programs. He credits his grandfather, Joe Friday, with these ideas.

1. *Show respect to the elders.* "In every village, show respect to the elders if you are looking for information from them."

2. *Treat the elders as professionals.* "Hire the elders to work in the school not as aides but as professionals. You are asking for help: You should respect their knowledge."

3. *Open the school to the village.* "You must believe that the school is an integral part of the village. Some schools have a closed-door policy. But the best policy is open-door. The school should be a community building."

Cultural Heritage Program

While John doesn't have the financial resources to travel widely, he is willing to come and answer questions if transportation is provided. Those who would like to see how the Chevak program works are encouraged to come visit during the Spring Festival.

Variations:

- *Cultural Heritage Mini-Courses:* For three weeks, Togiak students worked with elders to plan and carry out projects on subsistence, local archeological sites, ivory carving, kayak building, and Eskimo Olympics and dancing. At the culminating Culture Fair, students presented their projects to the community.

- *Native Arts Week:* Mekoryuk, Kasigluk, Goodnews Bay, Nulato and other villages held Native Arts Weeks similar to Togiak. Sometimes regular classes were interrupted for a week. In some schools, elders took over and taught classes.

- *School-Sponsored Fish Camp:* During the summer, Yukon/Koyukuk School District sponsored a fish camp. It taught subsistence skills, including building camp housing and fish wheels, and cutting docks. Juniors and seniors who came to the camp learned to cut and preserve fish as well as to do traditional arts and crafts, music, and dance.

- *Native Language and Cultural Skills Combo:* In Shishmaref, a community expert taught ivory carving. Speaking only Inupiaq, the students learned their language as they learned to carve.

- *Community Photograph Gallery:* Emmonak High School students collected old photographs from friends and relatives. Students made frames for prints of the photos. Prints were then displayed at the school.

- *Community Museum:* Using artifacts donated by community members and teachers or purchased by the school, students at Alak High School in Wainwright have created a museum in the school's commons area.

- *Local Student-Published Books:* Students at Akula High School in Kasigluk published three books on local traditions. To gather information, students interviewed elders and other experts. They also took and developed photographs for the books. Modeled on the Foxfire series, each book focused on a single theme: *Tundra Fishing in Akula*, *Skin Sewing and Clothing in Akula*, and *Past Times and Recreations in Akula*. The Lower Kuskokwim School District print shop did final editing, layout, and printing.

- *Trapping Skills in Vocational Education:* In Chignik Lake, students took a vocational education course that covered not only the techniques of trapping, tanning, and sewing hides, but animal habitat and behavior as well. Students and their teacher set up a trapline about ten miles from school. Under the supervision of local school aides, students regularly checked the traps.

- *Outdoor Skills and Hunting and Trapping Program:* Students in Atmautluak's Outdoor Skills and Hunting and Trapping Program went on five-day moose hunts. During the hunt they slept in earth shelters, stalked, shot, and butchered a moose, and did some fishing. As preparation for the hunt, students learned about gun safety, hunting, and trapping in their vocational education class.

Students Serve the Community

The relationship between the school and the community should not be only one way. Just as the community represents a rich resource for the school, so the school can provide vital services to the community.

In providing services such as small engine repair, snack bars, and community newspapers, students not only learn important skills, but the value of community service as well. Such services bring the community and school closer together.

Repair Shop

A Repair and Construction Facility for the School and Community

Description:

King Cove students opened a repair shop for the community. The school needed additional shop equipment and shop space. The community needed a site and tools to repair equipment, appliances, and furniture. The school board provided funds to purchase construction materials — and the high school shop class and maintenance personnel did the rest. Together they built the entire facility except for pouring the concrete floor and wiring the addition.

The school was then able to offer two additional shop classes. One was in small-engine repair. The other was an open-shop class during which students could work on a project of their own choosing. Students worked on three-wheel ATV's, constructed and repaired equipment for fishing boats, repaired trucks and cars, and built or repaired furniture.

The repair shop was an ingenious solution to two problems: 1) how to teach students useful local skills in vocational education and 2) how to use the school to help fill community needs. The community appreciated the efforts of the school to be responsive to local needs and the students learned useful skills.

During non-school hours, the school made the shop available to the community. The shop instructor supervised the shop after hours. The school reported few problems with lost or damaged equipment.

How To:

1. *Find the right shop teacher.* The critical ingredient is a shop teacher who knows the community well and knows the type of work the community needs.

2. *Build on the industrial arts/vocational education program.* Repair and construction activities are a natural extension of the school program. In most rural communities, the school will not be competing with local businesses.

3. *Plan for problems.* Tools, equipment, and materials have legs of their own. Think of an appropriate means of accounting for such items. Shop supervision is the school's responsibility. Your program must take this into account.

Variations:

- *Building Projects With Local Materials:* In Chalkyitsik, Principal Peter Van Borkulo's students have built a log house and a large frame shed.

Before beginning the projects, students built a scale model. Students selected, felled, and peeled logs for the log house. They built the shed according to national building codes, using fire stops, insulation, and flame-proof materials for roofing.

The use of power equipment, cautions Van Borkulo, required close supervision of students. Village adults provided additional instruction and supervision. The building projects even attracted drop-outs who were paired with current students serving as peer tutors.

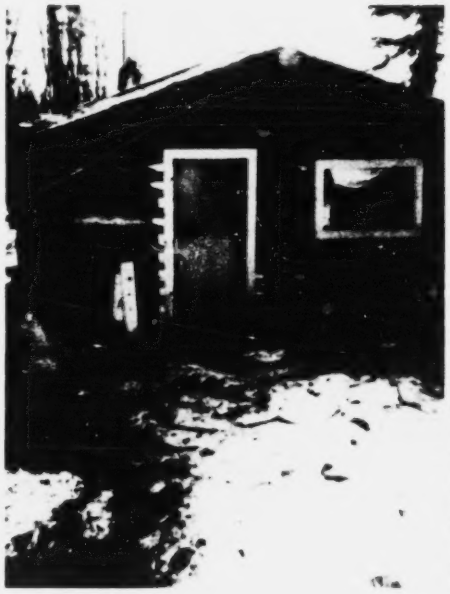
Community Profiles

► *Finishing up Construction on the School:* Pitkas Point needed a new elementary school. The district had funds to build a single-story, 2,700 square-foot building. Instead, they chose to build a two-story building with a 2,400 square-foot bottom floor and an unfinished top floor.

The school hired a high school teacher who had home building skills. The next year he and the vocational education students finished the top floor. The students and teacher ordered all the materials, drew up plans for the fire marshall, helped the electrician do the wiring, hung the doors, installed the windows, put up the sheetrock, taped and textured the walls, did the painting, made and installed the trim, and laid the carpet.

The school ended up with 4,400 square feet of floor space. The students ended up with a variety of useful building skills.

Peter Van Borkulo, Chalkyitsik



Peter Van Borkulo Chalkyitsik

Community Profiles

Description:

Nelson Lagoon has no official post office. Mail goes to Cold Bay and is brought to the village twice weekly by air. The mail goes to the community building, is sorted by an unpaid community member, and then placed in open cubicles. Neither the building nor the cubicles are secure. Mail is often slow and sometimes routed to other communities that share Nelson Lagoon's zip code.

When head teacher Lew Grimes learned that the community could submit a proposal to the district postmaster for a contract post office, he asked students to do the groundwork for such a proposal.

Typically, proposals for government contracts require a community profile. Students took as their model an outdated profile compiled by the Arctic Environmental Information and Data Center (AEIDC) at the University of Alaska. Using more current studies and local sources, students gathered information on local government, the economy, the environment, the population, and educational facilities.

Students entered their data on microcomputers using word-processing programs. They drew a map of the community and photographed community structures.

The Aleutian Regional School Board was so impressed with the students' work that they adopted the profiles as an Indian Education project. Now all six schools in the district have developed profiles.

While Nelson Lagoon still doesn't have a post office, the district manager of Alaska's United States post office has opened the bidding.

How To:

1. *Look at your curriculum.* To fit the project into the existing curriculum, look at your curriculum objectives and determine just what you want your project to accomplish.

2. *Coordinate planning with other teachers.* To work, the project requires the cooperation of other faculty. If you can sell them the idea, they will be able to suggest ways of working project activities into their classes.

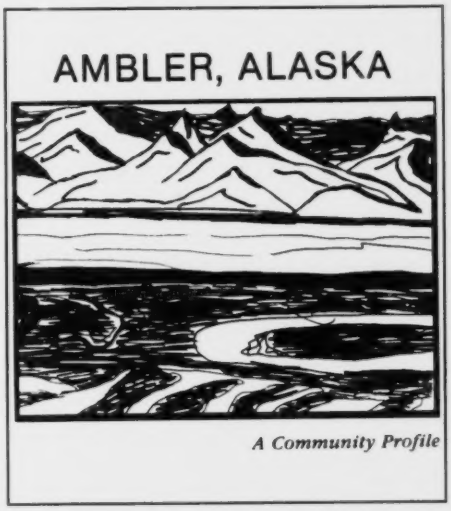
3. *Discuss the project with your students.* Again, you may need to sell them on the idea. Once they've bought it, they will suggest ways of gathering and presenting information.

4. *Use the project as an opportunity for writing.* The Nelson Lagoon project used ideas from the Alaska Writing Project. Students wrote sections of the profile in editorial teams.

5. *Locate different sources of information.* The University of Alaska has a wealth of information on rural Alaska, including aerial photographs and environmental impact studies. Village and regional corporations are also good sources. The profiles compiled by AEIDC, mentioned above, are yet another source. Lew Grimes suggets contacting the Alaska Department of Community and Regional Affairs in Juneau.

6. *Take breaks.* Grimes suggests that students not work continuously on the project. Rather, work on the project for a week and do something else for a couple of weeks before returning to the project.

7. *Enter the information on a computer.* This enables students to update the profile easily and quickly. Using a graphics program, students would also be able to add charts and graphs to the profile.



School/ Community Newspaper

The School/Community Newspaper

Description:

While school newspapers are fairly common, in small rural communities they serve an unusual function: The school newspaper is often the only community newspaper.

For example, the Shishmaref School's newsletter keeps residents informed about upcoming events as well as school news. The principal writes a regular column on concerns such as attendance.

Many school papers go well beyond school matters, offering articles on community meetings and events, on health, and on local economic activities. The papers also carry advertising for local businesses.

School/ Community Newspaper

A school newspaper that publishes articles of interest to the community strengthens ties between the school and community. Such a paper signals residents that the school recognizes the importance of community events and concerns.

How To:

1. *Don't worry about your limited expertise.* Don't be deterred if you aren't a Bob Woodward. If students start up the paper and decide on content and format, they will be more enthusiastic. Your lack of experience is an opportunity for them.

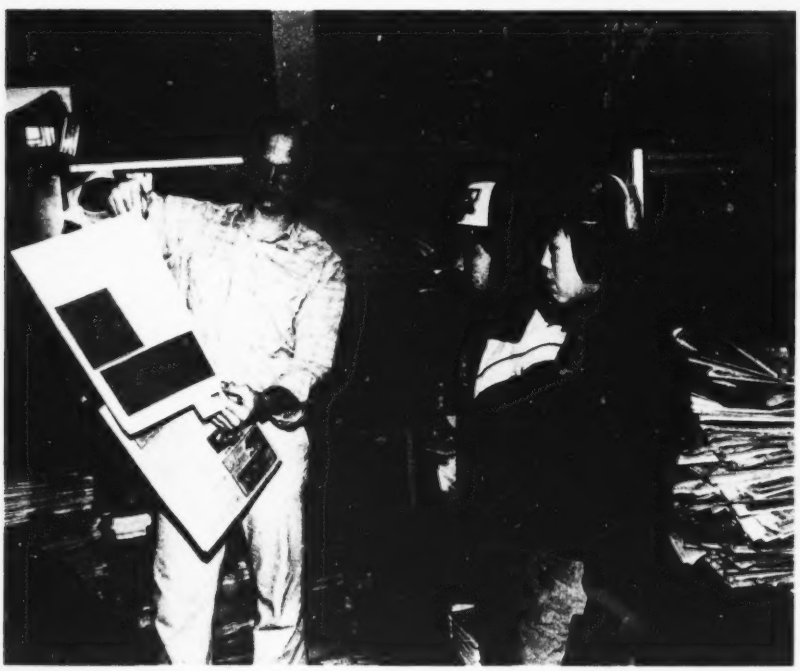
2. *This is a low-budget activity.* With the computer software now available and Xerox machines in all schools, you can publish a paper very inexpensively.

3. *Start simply.* Your primary objective should be just to get the paper out so everyone knows it exists.

4. *Identify and appeal to your readership's interests.* Roberta Ward, principal in Kaltag, warns that what interests the teacher may not strike students and community members as newsworthy. Coverage of local sports events is a sure winner. "Check out ideas for stories with aides and elders," advises Ward. Finally, allow students to decide what to publish.

5. *Be flexible.* The typical format of regular columns may not meet your readership's expectations — as Bonnie and Dave Evans discovered in Koyukuk. Working with their aides — Shirley Huntington, and Josie, Marie, and Agnes Dayton — they changed the format of the weekly *Raider Review.* Each issue now focuses on one theme or subject — such as whales.

6. *Incorporate the writing process.* The Evanses follow the process taught through the Alaska Writing Consortium: On Monday, students brainstorm articles and do quickwriting. On Tuesday, students (in pairs) give feedback on one another's work and revise. On Wednesday, students (in teams of three or four) check the grammatical correctness of articles. On Thursday, students do final revisions on MacIntosh computers. Friday is layout, print, and distribution day.



Yukon/Koyukuk Schools

Students Venture Into the Business World

Teachers and students in small high schools have started a number of different businesses in their communities — restaurants, bakeries, stores, and snack bars to name a few. These enterprises provide students with practice in a variety of skills and also provide useful goods and services for the community.

High School Corporation

The Wainwright High School Corporation

Description:

In Wainwright, students are shareholders in their own profit-making corporation. They own and operate wholesale businesses for Native crafts, tapes and albums, and soda drinks. They have also organized a regular movie night, dances, raffles, and invitational basketball tournaments.

Profits are used to pay students for after-school and weekend work. Profits are also used to begin new business activities and make new investments. Last summer, three students on the Board of Directors journeyed to Anchorage to negotiate purchase of a rental unit.

The Wainwright High School Student Corporation is one of eight student corporations in the North Slope School District. The corporations are patterned after the regional and village corporations established by ANCSA.

How To:

1. *Issue stock.* Each high school student is issued 100 shares — valued at $1.00/share — by the local school board. Stocks can be traded, sold, or bought among shareholders.
2. *Set up a corporate organization.* During a shareholders' meeting, shareholders elect a Board of Directors. A faculty advisor works with the Board to manage the corporation. The Board sets goals and policies. The Board also selects a president and other corporate officials.
3. *Write a handbook.* The district publishes a *Student Corporation Handbook* that includes the Articles of Incorporation and Bylaws and that orients students and teachers to the student corporations.
4. *Seek legal counsel before beginning.* Student shareholders are minors under state law and need adult agents to assume responsibility for their actions as shareholders. The corporations are incorporated under state law, have their own business licenses, are governed by state corporate law, and must file federal income tax returns.

Variations:

- *A Story-Knife Business:* In Kipnuk, students sold story-knives. Each packet contained a hand-carved story-knife, examples of stories told using the knife, and illustrations. The school couldn't keep up with the demand.
- *A Breadboard Business:* Junior and senior students in Kaltag made breadboards during their manufacturing class. Then the students went

house-to-house taking orders for the boards just before Christmas. Profits funded a new manufacturing project in the second semester.

- *A Restaurant Business:* Students in Selawik ran a restaurant after school as part of their Work Experience Program. Freshmen were introduced to how the restaurant operates and explored career options. Sophomores served as cooks and maintained the restaurant. Juniors were the cashiers, worked at the counter, and studied advertising, retail operations and math, and human relations. Seniors, as benefits their exalted station in life, managed the operation.

  Before the Selawik program began, less than 20 percent of the high school graduates went on to take a job or to attend post-secondary training. Now more than half do so.

- *A Bakery Business:* Russian Mission students started a community bakery. They baked cookies, bread, and cakes and took special orders for special occasions.

Student Business

Student Business Class Makes A Profit

by Laura Saunders

During the first semester of this school year the Manufacturing Class, consisting of Juniors and Seniors, decided to come up with a project to build and put up for sale.

The first thing we had to do was think of something to build that people would buy. We were taking too long to come up with an idea so Don McCann, our instructor, suggested that we build a bread board or a toy truck. Since the Christmas season was right around the corner, we decided to build bread boards because we thought they would make very nice presents.

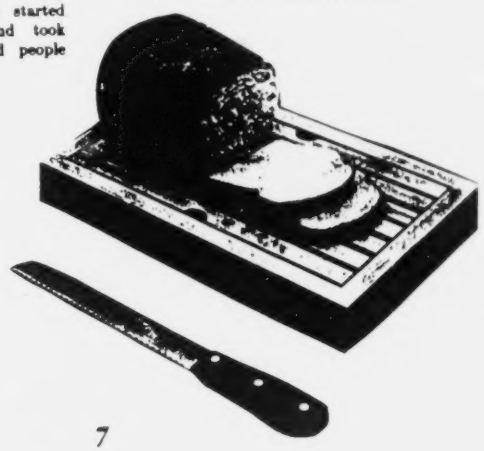
At first things went really slow. We realized that if we didn't get busy Christmas would be over. Things started happening. Students went out and took orders from people around town and people from out of town.

We tried forming an assembly line, but certain students wanted to do certain jobs. So, we decided that everybody had to work together and get done so we could make some money.

Henry Nickoli was in charge of the money and cash transactions and also keeping an inventory of how many and what parts we had, or didn't have.

The class as a whole did a great job and made enough profit to start a new product for this semester.

These breadboards sold for $14.00 each.



Crumb Collecting Breadboard

7

Kaltag School

4 Broaden Students' Experience with Travel Programs

Moving - Right - Along

In this chapter, we explore how rural teachers use the opportunity to travel with their students to:

- Broaden the Students' Experience of the World
- Teach the Students Unfamiliar Concepts
- Help the Students Acquire a More Realistic Picture of Contemporary American Life
- Give the Students an Opportunity to Make Better Judgments on What They Want to Do After High School

The isolation of rural villages leads small high school teachers to seek ways of broadening their students' experience of the world. Many teachers see the opportunity to travel with their students as one of the great advantages of small high schools. With 17 students, not 1,700, everything is manageable.

Some rural school districts have travel policies built around a "travel scope and sequence." Younger students go to Anchorage or Fairbanks to get first-hand experience in a city. Older students travel outside Alaska so they can better understand contemporary American life. High school seniors go on a tour of colleges and vocational schools so they can make better judgments about what to do after high school.

In other districts, teachers are on their own. Some teachers plan an entire academic year around a big study trip.

Yukon/Koyukuk Schools

The previous numbered page in the original document was blank.

Organizing Study Trips

Student Travel

Ft. Yukon Students See America on a Greyhound Bus

Description:

Bill Pfisterer and Carolyn Peter, teachers at the Ft. Yukon School, met with the parents of their 36 Athabaskan students and jointly planned an across-country tour. They structured the tour around Greyhound's special 35-day "Ameripass." Pfisterer, Peter, and a half dozen parents accompanied the students. To save money, they traveled at night and slept on the bus.

They toured a furniture factory on an Indian reservation in the Southwest, saw a calf born on a Midwestern dairy farm, and didn't forget to stop at Disneyland. In Ohio, the students visited pen-pals who had earlier trekked north to Alaska. They stayed in their pen-pals' homes and swam in their pools.

On the East Coast, they hiked along trails in the Great Smokey Mountains and toured historical sites in Washington, D.C. When they returned to Ft. Yukon, they had more experience of the United States and its diversity than most of their counterparts in large urban schools.

The trip that Bill, Carolyn, and the Ft. Yukon parents organized illustrates the benefits of such student travel. Students experience first-hand many of the places, events, and concepts that they read about in textbooks. Such travel also helps dispel students' sense of isolation. They are able to see the similarities, as well as the differences, between their way of life and that of others. They get a much more realistic picture of the world than the one that comes across on the television screen.

Finally, travel helps students to put their own experience into perspective. They are better able to see the options and alternatives open to them. Whether they choose to stay in Ft. Yukon to fish and trap or whether they choose to leave to take a salaried job, they will have had a chance to see what is over the mountain.

How To:

For the following suggestions, we are indebted to Bill Pfisterer, Glenys Bowerman, and the students of Noatak.

1. *Get ready.* At least three options are available for organizing the trip. First, you can work through a travel agent. Second, you can sign up for a prepackaged tour. Such tours are available to just about anywhere in the world. Third, you can plan the trip yourself — which is what Bill Pfisterer and Carolyn Peter did.

   "Get the students involved," says Bill. Have them write to the Chambers of Commerce in the cities you are thinking of visiting. Have them contact a local high school in the city. Send the school a video of your school, the students, and the village. Have them work out a schedule, computing travel time and mileage to different cities as well as the money needed.

   As they are learning to arrange travel, they are also reading, writing, and calculating. Not bad for what some critics call a "frill."

2. *Getting together the wherewithal.* With Indian Education and Johnson-O'Malley funds, as well as oil revenues, fast drying up, self-reliance is yet another lesson students can learn from travel. Noatak students held a carnival and raised $4,000 in two nights. Nenana students have

managed to raise $3,400 each during the last two years. Ft. Yukon students supplemented funds provided by the BIA to amass nearly $30,000 for their cross-country jaunt.

Here are some ideas:

FOOD: Yes, the ubiquitous bake-sale is tried and true — but think on a grander scale: Open a student store during recreation hours. Serve cinnamon rolls and juice in a morning "wake-up-teria." Run concessions for sporting events and cook meals for visiting teams.

INFORMATION: Put together a cookbook of local recipes and sell it. Students in Nenana collected recipes — including a sure winner, "Polar Bear Grunt Stew" — and had a local artist draw a picture for the cover. The book was printed cheaply by a printer in Tennessee.

STAGE SPECIAL EVENTS: Noatak students built booths for their Senior Carnival and ordered raffle prizes. The whole community turned out to play games, eat, and swell the travel kitty.

For more ideas, contact Glenys Bowerman at Nenana High School who has generously offered her help.

3. *Getting ready academically.* This is an opportunity for true interdisciplinary studies. In social studies, students can learn about the geography, culture, and economy of the places they are to visit. In math, they can compute expenses, mileage, and per student cost. In science, they can learn about the technology of industries and mining in the places they are to visit. In art and music, they can study regional art works, architecture, artists and composers. In English, they can write letters to inquire about the places they will visit. The possiblities are almost limitless.

4. *Setting off.* Have plenty of chaperones. Think carefully about an appropriate "span of supervision." Ft. Yukon had eight adults for 36 students. Frank Mitchell took five adults to supervise 26 students from the Iditarod School District. In other words, plan for one adult for each group of five or six students.

Students should learn about how to act with strangers, how to act in public places, and how to address people in various positions. Students who are unfamiliar with traffic should learn some rules for pedestrians.

Prepare students for accidental separation. Tell them how to find the police — or in a foreign country, the American Embassy. Each student should also have an itinerary that includes the address and phone number of their lodgings for the entire trip.

Student Travel

(For additional information see Urban Survival Skills Programs in the last section.)

5. *During the trip.* Organize a system for accounting for students. You may want to have students wear bright sweatshirts or jackets so they can be easily spotted and can spot one another.

Before arriving at each destination, review with the students the behavior expected of them. Point out local cultural rules. Chaperones may also need this information. An outraged ranger in the Smoky Mountains apprehended a parent-chaperone who had cut down a tree to make a clothesline.

Have students take along some small, inexpensive gifts that they can give as tokens of appreciation. Nenana students ordered pins in the shape of Alaska — at a little more than a buck each (from Stewart Photo in Anchorage). Each student had 20 pins to give away during the trip to Europe.

Students can keep journals, take photographs, and make videotapes to be shown to their community. Be sure to allot time for these activities.

6. *Follow*-up. Research demonstrates that students learn much more from out-of-school experiences if teachers create opportunities to reflect on them later in the classroom. It is the thinking about the trip that is most educational. Follow-up activities could include:

   - Writing thank-you letters to people who hosted them or helped fund the trip.
   - Presenting a slide show or showing videotapes for the community.
   - Presenting oral reports, using visual supports such as slides or tapes, to schoolmates, teachers, parents, and the local and district school boards.

Student Travel

Despite the expense involved, travel is one of the most valuable educational experiences you can organize with your students. Once they and their parents get behind the idea, you are on your way.

Variations:

► *A Trip to France:* In McGrath, Deane O'Dell helped organize a trip to France for all the students in the Iditarod District who were taking French in 1978. During the first three weeks of their stay, the students lived with French families and attended school. The last two weeks they toured the country—Marseilles, Nice, Chamonix, Paris — relaxing on beaches, visiting fishing and mountain communities, walking through museums, and shopping.

► *A Trip to the Tribes:* In 1979, Francis Mitchell and 26 students from the Iditarod District embarked on a "Trip to the Tribes." After stopping at an Indian center in Seattle, the group rented three vans and took off for "Indian territory." Traveling from reservation to reservation, the students learned about various North American Indian cultures, including the Yakima in Washington, Nez Pierce in Idaho, and the Salish, Kootenai, Blackfoot, Cheyenne, and Crow in Montana.

At the University of Montana in Missoula, students learned more about Indian history and current events from the Indian Studies Program — and got additional information from the Urban Indian Program. The grand finale was the Northwest Pow-wow in Tacoma.

► *A School Travel Club:* Students in Nenana worked for two years to raise the money for their month-long European tour in 1980. Thus was born

Yukon/Koyukuk Schools

Ron Cortte

Student Travel

the Nenana Travel Club. In addition to the first trip that included Spain, France, and England, students have raised money to tour Belgium, the Netherlands, Germany, Austria, Switzerland, Lichtenstein, Italy, Greece, and Yugoslavia. When the threat of terrorism forced them to cancel their 1986 European tour, they headed east — to Australia, New Zealand, and the Fiji Islands.

► *A Senior Tour of Colleges and Vocational Schools:* Seniors from Kwigillingok visited community colleges, vocational centers, and universities in Seward, Anchorage, Palmer, Fairbanks, and Bethel. During their one-week tour, they also visited Kenai to see the impact of oil development on that area.

Students prepared by researching the institutions they would visit, mapping their trip, and learning the jargon of colleges, stores, and restaurants. Each student also developed a list of twenty questions that they would have to ask during their tour. They also kept journals of their experiences. When they returned to Kwigillingok, they had conferences with their parents and the school counselor to discuss their career plans.

5 Take Advantage of State and National Programs

The - Deli - Around - the - Corner

In this chapter you will find:

- Academic Enrichment Programs
- Correspondence Study Programs
- Vocational Education and Practical Skills Programs
- Survival Skills Programs (Urban & Outdoor)
- Summer Programs
- Social Programs (Alcohol and Substance Abuse, Suicide Prevention, Child Abuse)

We have tried to make these descriptions accurate for 1986. You may need to do sleuth work as changes occur.

Busy people need a deli, and rural teachers are some of the busiest people we know. Even if you have the time to cook up your own curriculum, you appreciate a place to go for something good and fast — say a corned beef on rye or maybe a cheese blintz.

Many state and national programs offer just such an educational delicatessen for rural teachers. If you know where to find them, you can take advantage of a host of pre-organized programs. You are probably already familiar with many of these programs, such as Close-Up, which brings students to Juneau or Washington, D.C. for a firsthand look at how government works. But have you heard about Project Adventure or the Young Astronauts Program?

In Part II, we feature the state and national programs rural teachers have found most useful for students in small high schools. Most of these programs accomplish several different educational goals — like a hoagie stacked with different meats and cheeses within one bun. We have tried, however, to classify them for you according to their primary educational function.

Benefits of Using State and National Programs

- Expanding the curriculum and teachers of a small high school.
- Tailoring the curriculum to individual students' needs.
- Getting new classroom materials targeted to the Alaska environment.
- Increasing students' competence outside the community.
- Reaping the rewards of a tried and tested model.
- Getting yourself connected with highly professional educators

Cautions in Using State and National Programs

- **Have a clear educational purpose: Don't use a program just because it's fun or handy.**
- **Many programs don't quite fit rural communities. Plan on tailoring the program to your situations.**
- **Keep in mind parents' worries about dangers to their children if they leave home.**
- **Be sure to prepare students for the experience beforehand and help them reflect on it afterwards. Talk to them about what they will experience. Ask them to keep diaries, give reports, and make displays.**

The previous numbered page in

Academic Enrichment Programs: Art and Music

Artists in Schools Program

Artists in Schools

IN PORT ALEXANDER, the artist-in-residence taught students and community members environmental design. By the end of his visit, students had designed their own playground, considering traffic patterns and what equipment "went together." Students collected logs which had been washed up on shore. Parents helped them construct some of the larger equipment. The students are now raising the money needed to buy the hardware to put the more complicated pieces together.

Description:

If you would like to stimulate an interest in art or augment your art curriculum, your school can apply to the Alaska State Council on the Arts' Artists in Schools Program. You can choose from two types of programs.

1. "*Structured Program*" in which the school specifies the type of artist but leaves most of the hiring and coordination to the contractor, or

2. "*Independent Program*" in which the school selects the artist and does most of the hiring and coordination.

Under this program one or two artists are placed in the school from two to sixteen weeks, as the school decides. The artists divide their workdays into four hours of direct instruction and four hours of studio practice, when students and community members can observe and question them. Sponsor schools pay only a portion of the costs for each artist's residency. The cost depends on the number of artists, how many weeks they stay, and other factors.

You can choose from many different programs such as:

- Visual Arts and Crafts — painting, sculpture, drawing, printmaking, landscape design, leather, film, photography, etc.
- Literary Arts — fiction writing, playwriting, poetry, journal writing.
- Folk Arts and Traditional Native Arts — carving, basketry, kayak building, quilting, Alaska Native music and dance, etc.
- Performing Arts — ballet, ethnic dance, jazz, drama, mime, puppetry, etc.

How To:

Get an application from the private contractor hired by the Alaska State Council on the Arts to administer the program. Check with your district office to find out what procedure your district uses. Sometimes the school sends in the application and sometimes the school forwards the application to the district office for review and possible revision.

Contact:

Ms. Jocelyn Young, Director
Young & Associates
619 Warehouse Ave., Suite 238
Anchorage, AK 99501
(907) 276-8844

Academic Enrichment Programs: Language Arts

Alaska State Writing Consortium

THE PAGE LIES BLANK before him — its whiteness blinding his eyes. He shifts and clutches the pen, licking his lips. Still, the page remains blank

In another class, the students scribble away, undaunted by the white page. They know what they are going to say. More important, they know to whom they are going to say it.

Description:

This revolution in students' attitudes toward composition is a result of the revolutionary method embodied in the Alaska State Writing Project. The crux of the Project, according to writing consortium teacher Paris Finley, is to place writing skills in context, rather than in a sterile world of abstraction. So successful is this reality-based method that Paris' students last year averaged an awesome two years of academic growth — reflected both in standardized test scores and writing samples.

Teachers rave about the writing project like sinners who have gotten "religion." Here is a brief summary, as outlined by Paris Finley:

1. *Identify a writing task.* Choose one that the students can get behind and identify with. This task can take a myriad of forms, from school papers to community profiles and church programs. The goal is to hook the students into some project they want to do.

2. *Focus on a specific topic for each of your writers.* Once they have a personal investment in the success of the whole project and know that it will be published and read, they are on their way to successful writing.

3. *Begin to work on individual writing skills that need improvement* — but only after students have begun to produce material. Skills that need work will differ for each student, but error-free writing is not the goal: Published errors do not diminish the pride of accomplishment students take from seeing their names in print.

4. *Publish the students' work.* This should be the final stage of a writing project. A public display of skill and accomplishment serves to demystify published writing and allows students to learn to react to writing with a critical and appreciative eye.

Writing Consortium

How To:

1. Because the Alaska State Writing Consortium is growing in membership, you may well find a teacher in your district trained to provide inservices in the Project's methods.

2. For thorough training, you may wish to take a summer course from the Alaska State Writing Consortium.

Contact:

Annie Calkins, Curriculum Specialist
Office of Curriculum Services
Dept. of Education
Box F
Juneau, AK 99811
(907) 465-2841

See Also:

Examples of rural Writing Project activities in Chapter 3.

Academic Enrichment Programs: Mathematics

Math Counts

Math Counts

THE NEW STUDENT had come to Eielson Junior High School from a small, rural community. Socially withdrawn, she was an adequate, but not remarkable, student. When she heard about Math Counts at Eielson she joined with the attitude, "Well, I'll see." She met with the other members after school, but became so interested that she sought extra help from her math teacher during her home-room and lunch periods.

The regional competition arrived. To her amazement, she took 3rd place in the individual competition and 1st place in the Special Topics Round! Her success gave her the confidence she lacked. Even though she took no trophies in the state competition, she triumphed: She made friends, even with students who had come with other friends. She stayed until the end to see how her new friends would do. Others cheered her when she won a calculator. The competition is over, but she carries the calculator around with her and has worn her "Math Counts" T-shirt to church.

Description:

This remarkable change was the result of a program which does not, on the surface, sound terribly exciting: Seventh and eighth grade students meet after school to work on math problems. But the problems reach far beyond dry calculations. Formulated by the sponsoring National Society of Professional Engineers, they feature engineering situations. Some are "real-life" problems, which encourage students to "think about the future," says Fairbanks Regional Coordinator Clark Milne.

Participating students are known as "mathletes" to signify that they can gain recognition from math as well as sports. They work out practice problems after school or during math classes. The mathletes compete at three different levels — regional (February), state (April), and national (May, in Washington, D.C.) to determine who is "The King of the Equation."

How To:

In late September or early October, each Alaska Society of Professional Engineers' Regional Coordinator sends out a packet of study materials — including drills, worksheets, and sample tests — to each junior high school Math Counts coach. Contact the coordinator in your region.

Contact:

Alaska:

Math Counts Foundation
Eric Johnson, Statewide Coordinator
Box 10833
Anchorage, AK 99510
(907) 338-2121

Juneau Regional Coordinator
Mike Higgs (907) 465-2975

Anchorage Regional Coordinator
Jim Harrison (907) 277-5605

Fairbanks Regional Coordinator
Clark Milne (907) 452-4761

National:

Math Counts Foundation
1970 Chain Bridge Rd.
McLean, VA 22109-0269
(For Registration Forms)

Math Counts
1420 King Street
Alexandria, VA 22314
Att: Camy Griffen
(703) 684-2831
(Coordinating Office)

Academic Enrichment Programs: Mathematics and Science

Young Astronauts Program

THE KIDS are ready with their rockets. They have spent many arduous hours constructing them, beginning with simple kits and advancing to customized models. Each craft is evaluated for its quality of construction: seams are fingered; fins are eyed for alignment; engine mounts are gently wiggled to check fixity. Now is the test of truth — time for launch. This is the second part of the competition. The students crane their necks as they watch their work shoot into the sky. The winner is declared on the basis of the rocket's construction and altitude. The student beams . . .

Description:

The Model Rocket Unit is one of the packets Rich Houghton's Noatak students receive as members of the Young Astronauts Program. This program aims "to encourage students in elementary and junior high schools to study science, mathematics, technology, and related fields." Such packets as "Physics is Fun" demonstrate the goals of the program: Students study various physical forces and how they work on gyroscopes, rollercoasters, etc. Science and math are crucial factors in all space-related activities.

Financed by private corporations, Young Astronauts provides each chapter with $400 worth of materials for a mere $20 registration fee to the Young Astronauts Council (a nominal charge, Rich says, to make the sponsors take the program more seriously). Each member receives a membership card, a member certificate, and a chapter leader handbook. More important, every two months the school receives a packet which focuses on various aspects of space related to science and mathematics. One packet, for instance, has information on Halley's Comet; another, on the "toys in space" experiments. The students use the toys packet to study microgravity. They try to predict its effect on toys before they see the videotape of the astronauts performing the same experiments. A data-base is also available to the students. Accessed by an 800 telephone number, it is updated every month with current news of the space program and other monthly messages. Students can leave messages on the data-base to other chapters in the country.

The materials of Young Astronauts, though written for junior high students, are appropriate for high school students as well and can easily be incorporated into the math and science classroom.

How To:

To establish a chapter, you must have a minimum of 3 members up to a maximum of 20 students. Individuals unsupported by a chapter can become "satellite members" for $10.

Contact:

Young Astronauts Council
1211 Connecticut Avenue, Suite 800
Washington, D.C. 20036
(202) 682-1984

Academic Enrichment Programs: Science

Alaska Natural Resources and Outdoor Education (ANROE)

ANROE

IN NULATO, students dropped sticks into the nearby Yukon and Nulato rivers and watched them float downstream — and this during class time! They were not emulating Huck Finn, but performing an inductive experiment. Measuring the time it took for the sticks to float to a predetermined point downstream, the students charted the speeds of the two rivers, compared the results, and speculated on the causes of the differences.

Around the river they studied rocks and land formations, took plaster casts of the grizzly bear tracks (which had vanquished their plans for a picnic), and wrote Japanese poetry using the river as their theme. The river had provided the precision of science and the imagination of poetry.

Description:

The Nulato students were participating in Alaska Sea/River Week, one of the member programs of a network known as Alaska Natural Resources and Outdoor Education (ANROE). ANROE links together such environmental education programs as: 1) Alaska Sea/River Week, 2) Alaska Wildlife Week, 3) Project WILD, and 4) CLASS Project.

Although each program can be used separately, many teachers find that coordinating these programs provides a more comprehensive instructional unit on environmental science.

You can receive training on the objectives and activities of the ANROE programs by taking a 1-credit course at the University of Alaska-Fairbanks or by scheduling an inservice program at your school.

Contact:

Alaska Natural Resources and Outdoor Education(ANROE)
411 W 4th Avenue, Suite 1-A
Pouch F
Anchorage, AK 99501
c/o Alaska Center for Education

or:

Janet Ady
(ANROE)
c/o U.S. Fish and Wildlife Service
1011 E. Tudor Rd.
Anchorage, AK 99503
(907) 786-3351 or 786-3487

Academic Enrichment Programs: Science

Alaska Sea/River Week

Description:

Alaska Sea/River Week is an interdisciplinary study and celebration of the sea or river coordinated by the University of Alaska-Fairbanks Department of Education. The program consists of a series of curriculum guides augmented by teacher training and support services. Although aimed at elementary schoolers, the material is adaptable to high school and adult levels. The seven volume set of books covers basic marine and wetland ecology and environmental issues. Each book contains background information and suggested activities, lists of needed materials, and a workbook section which you can photocopy for your students.

The program can be explored by a single class or by the entire school and community. Often, after one adventuresome teacher uses Alaska Sea/River Week successfully, the whole school decides to participate the next year.

The most effective programs have three parts:

1. Field trips to the beach or shore areas for direct observation and preliminary activities.

2. Community involvement, such as having the students talk to the community adults to learn the history of man's connection with the river/ocean. In Nulato, for instance, one resident told marvelous stories of experiences on the river before the times of outboard motorboats.

3. Interdisciplinary study. For example, for mathematics class, students can perform scientific sampling and graphing by measuring all organisms in 10-foot squares progressively distanced from the shore. In English class, they might write precise descriptions or stories using the ocean/river as the setting. In physical education, four students link their arms together and run "octopus races" against the other groups. The focus of all the studies for the entire week is the sea or the river.

Sea/River Week

How To:

To set up Alaska Sea/River Week in your class or school, you need to get district approval for the $60 to $70 cost of the guidebooks and for the cost of flying the facilitator in for an inservice program.

Once you have district approval, contact the Department of Education at the University of Alaska-Fairbanks. A facilitator will fly to your school to provide an inservice or a 1-credit course. The workshop will include an introduction to the program, hands-on practice with both classroom and field trip activities, relevant science content and suggestions for planning your Sea or River Week. Each inservice and Sea/River Week Program is oriented to the local environment. For example, the Sea/River Week inservice at Savoonga concentrated on whaling and walruses, while that at Scammon Bay emphasized salmon and geese.

The inservice courses can concentrate exclusively on the Sea/River Week or it can include training in other wildlife curricula. The choice depends upon your needs.

Contact:

Sidney Stephens, Director
Alaska Sea/River Week Program
Department of Education
University of Alaska-Fairbanks
Fairbanks, AK 99775-0600
(907) 474-7341

Academic Enrichment Programs: Science

Alaska Wildlife Week

Alaska Wildlife Week

WHICH ALASKAN WILDLIFE are endangered species and why?

Is a wetland just a swampy place or a valuable resource?

If you and your students would like to know the answers to these questions, take a look at the Alaska Wildlife Week educational materials. Alaska Wildlife Week is a celebration of the variety and abundance of wildlife in Alaska and an effort to help students and teachers gain an understanding of wildlife conservation concepts. The final sections of each unit ask students to apply their understanding of the concepts to real world questions and problems, such as why do some caribou-eating Alaskans have a high concentration of radioactive Cesium in their bodies.

Description:

The Alaska Wildlife Week project was begun by the Nongame Wildlife Program of the Game Division, Alaska Department of Fish and Game. Each year a thematic set of Alaska-specific educational materials on wildlife conservation is developed. Past volumes include: (1983) "Be It Ever So Humble, There's No Place Like Habitat," (on wildlife habitats); (1984) "Water, Wetlands and Wildlife" (on the values of wetlands and conservation problems); (1985) "Wildlife for the Future" (on wildlife populations, hunting, conservation, and endangered species); and (1986) "We All Need Each Other, The Web of Life" (on ecology and ecosystems).

Jerry Dixon of Shungnak School has used the wildlife packages for three years and has worked with students from the second through the twelfth grade. Here is his review:

"There is no upper or lower limit for this Wildlife Week. I have found something in it for each grade level. The program is carefully put together by biologists and educators. Units are planned and layed out for the teacher. Materials are accurate and concentrate on 'hands on' activities. Students become very excited when given a chance to study wildlife. They gain insights when they play a game which teaches them about population fluctuations of the caribou herds and salmon on which they depend."

How To:

Every year the Alaska Department of Fish and Game mails the materials directly to the schools, addressed to the principal or contact teacher. The material is free of charge.

Contact:

Alaska Natural Resources and Outdoor Education (ANROE)
411 W 4th Avenue, Suite 1-A
Anchorage, AK 99501
c/o Alaska Center for Education

and/or:

Susan E. Quinlan, Game Biologist
Nongame Wildlife Program
Division of Game
Alaska Department of Fish and Game
1300 College Rd.
Fairbanks, AK 99701
(907) 456-5156

Academic Enrichment Programs: Science

Project WILD

Description:

When a large herd of musk oxen were imported into Talkeetna last year, science teacher Pam Randles pulled out Project WILD information on musk oxen social and defensive behavior. Students learned how to observe the herd, knowing what movements to watch for and their significance. Project WILD aims to promote understanding of wildlife and management issues. Designed for grades K-12, the information can be integrated in many ways into the classroom curriculum.

In her new position at Shageluk, for example, Pam again applied Project WILD to the local community. She used the "Know Your Legislation" activity as a basis. The nearby Innoko Wildlife Refuge was created by the 1980 National Interest Land Acts. These Acts require that each "refuge" hold a public hearing for people to voice their concerns and ideas on its management. In preparation for the Innoko Wildlife Refuge public hearing, Pam had her science students map the refuge location and study the possible conflicts between the different interest groups who used the land. Then, in English class, they brainstormed how the land could be used and wrote up their proposals, which they presented at the hearing. Project WILD materials often apply to such community environmental issues.

How To:

General information pamphlets on Project WILD are mailed directly to all Alaskan schools. If you wish to participate, you will need to take the required training course either through the 1-credit course at the University of Alaska or through a 6-hour workshop, which is free of charge. The workshop can be given at your school if you can gather enough interested participants.

Project WILD

At the course, the facilitator will provide you with an activities guide, which includes both classroom and outdoor activities, and will train you to use the materials effectively.

Contact:

Dolores Scott, Project Coordinator
Project WILD
Alaska Department of Fish and Game
Box 3-2000
Juneau, AK 99802
(907) 465-4190

Academic Enrichment Programs: Science

CLASS Project

CLASS Project

Description:

CLASS Project stresses people's use of and impact on the environment. The program tackles six content areas: energy use, environmental issues (such as acid rain), watershed management, hazardous substances, wetlands, and wildlife habitat management. CLASS Project provides background information for teachers, posters, and specific classsroom activities. Their publication *You Can Make It Happen*, for example, gives twelve examples of conservation projects students of all grade levels have undertaken.

If you have used CLASS Project before and found that some of the generalizations did not suit the Alaskan environment, then you'll be pleased with the newly revised materials. The Wetlands program, says coordinator "Bucky" (Kathleen) Dennerlein, will no longer discuss ducks resting in mangrove trees! CLASS Project sections on wetlands and wildlife habitat management are being "Alaskanized" and will include activities designed specifically for Alaskan students. Further "Alaskanization" of other topics is planned.

How To:

CLASS Project materials are available — at this time free of charge to all teachers who complete training in the program. You can obtain training in two ways. Either you can attend the workshop closest to your village, or, if you can interest enough teachers in the program, you can request a facilitator fly out to present a workshop.

Contact:

Janet Ady, Project Coordinator
(ANROE)
c/o U.S. Fish & Wildlife Service
1011 East Tudor Rd.
Anchorage, AK 99503
(907) 786-3351 or 786-3487

Academic Enrichment Programs: Social Studies

Alaska Native Land Claims Settlement Act

Many rural teachers — no matter what their fields — find themselves teaching the Alaska Native Land Claims Settlement Act (ANCSA). This Act fundamentally changed the political, economic, and cultural environment of Alaska, and shapes the future in which students will live.

Good curriculum materials on ANCSA have been hard to find. Here are some of the best and most recent sources:

1. *The Alaska Native Claims Act Multi-Media Curriculum*

   These materials consist of four parts: videotapes for students, readings for students, a teacher's guide, and an inservice program for teachers. The curriculum was developed in 1986 by Inupiaq studies teacher Paul Ongtooguk at the Northwest Arctic School District and produced by the Office of Instructional Services at the Alaska Department of Education.

   a. *The Alaska Native Claims Settlement Act: An Instructional Series for High School Students* - five 15-minute videotapes on ANCSA, designed for grades 10-12.

   b. *Student Readings* - a group of readings such as "Why the Natives of Alaska Have a Land Claim" by William Hensley and "One Day in the Life of a Native Chief Executive" by Byron Mallott.

   c. *Teacher's Guide* - useful background material for teachers on the Alaska Native Land Claims Settlement Act.

   d. *The Alaska Native Claims Settlement Act Teacher Inservice Program* - five hour-long teacher inservice programs which concentrate on specific features of ANCSA. This series includes the videotapes for high school students described above.

   This multi-media curriculum will be distributed to all school districts in the Fall of 1986. Teachers who want their own copies may order them from the Northwest Arctic School District Instructional Television Center, Box 51, Kotzebue, AK 99752.

   The inservice and student videos may also be ordered from the State Film Libraries in Anchorage and Juneau. Send in a blank videotape. There is no other charge.

ANCSA

Contact:

Film Library
650 International Rd.
Anchorage, AK 99502
(907) 561-1132

Film Library
Pouch G
Juneau, AK 99811
(907) 465-2910

2. *The ANCSA Video Series*

   The Office of Instructional Services of the Alaska Department of Education is producing a series of high school level materials through a contract with the Alaska Native Foundation (ANF). Directed by Caroll Hodge, the ANCSA Video Series will contain six 15-minute videotapes and a teacher's guide.

   Paul Ongtooguk, who is also on ANF's Review Board, says these two sets of

video programs on ANCSA have been designed to complement each other. Used together, the two sets provide a fairly comprehensive overview of ANCSA.

ANF's video series will be available in January 1987 and can be obtained by sending blank videotapes to the Alaska State Film Libraries. Teacher's guides may be ordered after January 1987 from:

Alaska Dept. of Education
Office of Instructional Services
Box F
Juneau, AK 99811

3. *Books*

ANCSA

a. Robert Arnold's classic *Alaska Native Land Claims*, published by ANF, is still the basic textbook on ANCSA. However, it is out of print — although ANF is considering reprinting it soon. Check with your school and regional libraries. If they do not have the book, then you can request it through interlibrary loan.

b. Smithsonian Institution's recently published *Handbook of North American Indians* devotes Volume 5 to Arctic Native people. Besides clear explanations of the archaeology, history, and modernization of ALaskan Natives, the volume includes, says Paul Ongtooguk, an excellent thumbnail sketch of the Land Claims Act by Ernest Birch.

Volume 5 of the Handbook may be purchased for $29.95 through any book store.

c. As part of its ANCSA Video Project, the Alaska Native Foundation has developed a comprehensive resource guide. Prepared by Evelyn Tucker, the *Alaska Native Claims Settlement Act Resource Guide* reviews materials readily available to rural Alaskan high schools and includes nearly 50 pages of items on ANCSA. Chapters include "Curriculum Resources," "Curricula in Progress," "Video and Film Resources," "Print Resources," and "Other Resources" (e.g., computer disks). The materials are briefly summarized, evaluated for level and effectiveness, and indexed by issues. You may want to send for this guide well before you begin your classroom studies so that you can send for the pertinent resources. Addresses and costs are given for nearly all the resources listed in the guide.

For a copy of the ANCSA Resource Guide, send to:

The Alaska Native Foundation
733 West 4th Avenue, Suite 200
Anchorage, AK 99501
(907) 274-2541

d. Thomas R. Berger's *Village Journey* (New York: Hill & Wang, 1985) is the report on what effects ANCSA has had on Alaska's Native people. It has established a major frame-of-reference for the debate on the future of tribal institutions and Native corporations.

Village Journey may be ordered from any bookstore.

Academic Enrichment Programs: Social Studies

Alaska State Museum Learning Kits

AN ESKIMO CHILD examines the old-time whale harpoon and the ulu made out of stone. How old it looks next to the sawblade ulus he's familiar with. His great grandparents used such tools. He himself would have had he lived 100 years ago.

IN AN ATHABASKAN VILLAGE, children learn why black people have dark skin and curly hair and why white people have light skin and thin hair. Their world is no longer populated by just white folk and Natives. Instead, they see an earth of varied cultures which make people look, act, and think differently. They beat drums and pluck finger pianos from Africa and play with toys made for children on a South Seas island . . .

Description:

These are two of the exploratory adventures which Jerry Howard, Coordinator for the Alaska State Museum Learning Kits Program, brought to his students when he taught in the Lower Yukon School District. These artifacts — the whale harpoon, stone ulu, musical instruments, and toys — are parts of special kits constructed by the Alaska State Museum to teach Alaskan cultural heritage and cultural anthropology to rural Alaskan students.

The museum offers 62 kits in four major categories: Alaska Native history and culture, post-contact Alaska history, cross-cultural studies, and natural history of Alaska. Besides authentic artifacts (accompanied by proper handling instructions) from the museum collection, each kit contains various art activities, games, a video or audio tape (eg., the kit on Northwest Pacific coast art interviews elders and demonstrates totem pole carving techniques), and a teacher's manual suggesting lesson plans for using the kit. Though targeted toward upper elementary and middle school aged children, the kits can easily be adapted for use with all age groups.

Museum Learning Kits

How To:

To obtain a kit, find out who the "contact person" is in your school district. The central office of each district in rural areas has a catalog describing the kits. You'll need to plan ahead, telling the contact person in the spring which kits you'll need for the following school year. The contact person will forward all requests to the museum, which then sets up a schedule. The kits are shipped out in August and sent directly from one district to the next on the list. The average district loan period is three months. There is no charge for the use of the kits; the district pays only for the library shipping rate and the postal insurance.

Available without prior scheduling are publications that go with the kits and also the new two-part mini-kit on Pacific Northwest Indians, one part on the traditional whale house of the Tlingit culture and the other on Northwest coast art (including such material as bentwood boxes — how and why people bent the wood).

Contact:

Coordinator in your school district, or:

Jerry Howard,
Learning Kits Program Coordinator
Alaska State Museum
Pouch FM
Juneau, AK 99811
(907) 465-2901

Academic Enrichment Programs: Social Studies

Close-Up

Close-Up

JO DAHL, program director of Alaska Close-Up, was driving along, listening to Alaska Public Radio's Broadcast of the Togiak Elders' Council meeting. She admired a very official-sounding testimony urging the members to think neutrally about the land in question, to consider it not in a Native or non-Native perspective but as "just there," owned, if by anyone, by the people. To Ms. Dahl's surprise, the speaker was announced — not as the adult she expected — but as Jack Kanulie, Jr., a high school Junior who had attended her Alaska Close-Up program in Juneau a few weeks before. Not outspoken at the program, Jack had nevertheless gained the knowledge and confidence at Close-Up to present his opinions succinctly and lucidly.

Description:

Alaska Close-Up is a leadership program designed to increase students' understanding of government and involvement in public affairs. The year-long curriculum has two main parts: 1) a week in Juneau to expose students to state government, and 2) classroom learning experiences within the home school. "It was the best high school social studies activity I ever did with students," reports Bill Hatch, former St. Mary's social studies teacher.

In Juneau, students study first-hand how state government works. They visit the Senate, House of Representatives, and legislative committees. They listen to state officials and other influential people talking about such topics as lobbying and the committee system. Students usually have lunch with their legislators and explain to them an issue of local concern. They also participate in simulation activities, such as passing legislation in a "mock legislature."

Teachers receive a study guide containing factual information on government, commentaries on public issues, and student activities showing how people actually can influence state and local government policy. Teachers receive training in the use of the materials through the audio conference network. Teachers help students complete the coursework and identify a local project, a community need or problem. This local project becomes the subject of research at home and in Juneau.

One option which Alaska Close-Up offers is the free use of its study guide without attendance in Juneau. Some school districts use these materials as a half- or one-credit course.

How To:

Every September, Alaska Close-Up sends an invitation to every school district superintendent. If you are interested in having a few of your students participate in the program, contact your district office.

Prepare students for the program with the study guide. Help them become aware of political issues by reading newspapers. Set them to work identifying and investigating an issue of concern in their hometown.

Contact:

Central office in your school district

or:

Close-Up Program
c/o Alaska Dept. of Education
Box F
Juneau, AK 99801
(907) 465-2821

Also See:

Community Projects, Chapter 3

Academic Enrichment Programs: Social Studies

Future Problem-Solving Program (FPSP)

ESKIMO STUDENTS from Gambell Win the National and International Future Problem-Solving Competitions. This story was carried in an AP wire to newspapers all over the United States. The problem Gambell students solved to put them over the top? — Genetic engineering!

Description:

Future Problem-Solving is a program which teaches students to think creatively and analytically about complex problem situations. It teaches students to cooperate with others in a group to solve a problem and to communicate their ideas clearly in both writing and speech.

This is a national program sponsored by Alaska's Department of Education. Although originally intended for gifted students, it is now open to every student from the kindergarten through twelfth grade.

Some schools use Future Problem-Solving as an after-school activity while other schools use it as part of classroom instruction. Students form teams according to age groups (Junior: 4th - 6th grade; Intermediate: 7th - 9th grade; Senior: 10th - 12th grade). The primary division is K-3 and is not competitive. They register with the state FPSP coordinator and receive first practice problems and later the competition problems. Teachers show their students how to use brainstorming techniques, how to evaluate possible solutions to a problem, and how to do background research.

Students' problem solutions are sent to the state program for evaluation. Winning local teams travel to Anchorage for the state competition. State winners then compete on the national level.

Future Problem Solving Program

How To:

Discuss with administrators and other teachers whether FPSP would benefit your students and how teams could be formed in your school.

Get the program materials from the state's contractor. Some schools use these materials to teach problem-solving in their curriculum without participating in the formal FPSP competitions.

Contact:

Christine Niemi, Program Manager
Future Problem-Solving Program Office
Office of Special Services
Educational Program Support
Alaska Dept. of Education
Box F
Juneau, AK 99811
(907) 465-2970

or:

Sharon Eboch, Program Director
Future-Problem Solving Program
c/o Alaska Management Technologies, Inc.
369 So. Franklin Street, Suite 101
Juneau, AK 99801
(907) 586-4404

Academic Enrichment Programs: Other Content Areas

National Diffusion Network

National Diffusion Network (NDN)

Description:

Just when you think you have exhausted the deli of programs, you find a catalog of "exemplary programs" from the National Diffusion Network. "Exemplary programs" are those which have satisfactorily proven to the U.S. Department of Education's Joint Dissemination Review Panel that they effectively meet significant objectives. The NDN then disseminates information about those programs.

Whether you want a course on reading, science, vocational education, or physical education, whether you want one for the learning disabled or for the gifted, you'll find it in NDN's *Educational Programs That Work*.

Consider just a few examples:

STONES AND BONES: A Laboratory Approach to the Study of Biology, Modern Science, and Anthropology: An innovative program designed to enrich and meet the present modern or life science, biology, and physical anthropology courses.

CATS (Crictical Analysis and Thinking Skills): CATS is a program which offers students a sound, systematic, and practical way of analyzing issues and problems and which also offers students practice in writing persuasive essays.

LAW EDUCATION GOALS AND LEARNINGS (LEGAL): A comprehensive law-related curriculum program designed to provide student understanding of the criminal justice system and of the civil justice system (particularly as it relates to consumers).

RELIGION IN HUMAN CULTURE (RIHC): A social studies program about religious traditions and topics.

RAM: READING AND MICRO MANAGEMENT: A program of developmental/corrective reading instruction in a laboratory setting.

MEDIA NOW: A production-centered laboratory course of study in mass media laboratory and techniques that helps students understand and cope with the influences of the mass media.

Wet your appetite? There are about 194 more programs! Just about whatever you want for your students — from pastrami to provolone, from roast beef to pickles — you'll find it in *Educational Programs That Work*.

How To:

To find out about more about these programs and for help in determining which would be most effective for your situation, contact the Alaska NDN facilitator.

Contact:

Gladys Foris, Facilitator
National Diffusion Network
Alaska Department of Education
Box F
Juneau, AK 99811
(907) 465-2882

Academic Enrichment Programs: College Preparation

A College Skills Preparation Class

IN KIPNUK, both high school seniors and community people enrolled for an evening course in effective study skills. Kuskokwim Community College provided the course materials and hired the school principal to teach the course. Each student in the class worked on an individualized program geared toward specific academic needs identified in a pre-test. "It's an excellent course," said principal Gene Hulse who taught the course. "Everyone who took it had an increase of one-half to three-quarters year in grade level." Several students who took the course went on to college.

Description:

Rural students attending college are often in for a shock. Coming from a small school, they may not have learned how to listen to a lecture and take notes. Suddenly they are confronted with lengthy reading assignments — which they are expected to complete. To help students succeed in college, many rural high schools are now offering their students specific preparation in college skills. Students practice listening to lectures and taking notes, skimming through material, making outlines, taking tests, and writing research papers. They work with teachers on choosing a college and filling out applications and financial aid forms.

College Prep

Some schools integrate these college preparation skills into their academic courses. Others prefer to emphasize these skills in a separate college or career preparation class.

Many of these college preparation courses include adults in the community as well as high school students. Often the local community college will offer the course to both high school students and adults.

Many districts have developed such college preparation courses. For one well-designed example, ask for the course outline of the "College Prep Senior Seminar," North Slope Borough School District, Box 169, Barrow, Alaska 99723.

Academic Enrichment Programs: Academic Motivation

Academic Decathalon

Academic Decathalon

HOLED UP in a hotel with all the potential adventures of Fairbanks around them, the students study. They review mathematical formulas, practice speeches, and test each other on books. It does not matter that some are straight "A" students and some are "C" students. They work together toward one common goal — winning.

A scholastic prison camp with freedom as its prize? Hardly. These students are academic athletes, participating in the Academic Decathalon.

Description:

The Academic Decathalon is a national competition jointly sponsored by the Department of Education and private, non-profit corporations. The Decathalon teams up six high school juniors and seniors (and three alternates), two of whom have an "A" average, two a "B" average, and two a "C" average or below.

The decathaloners study academic areas in which they will be tested: mathematics, science, social science, economics, language arts, fine arts, and a "Super Quiz" on a special topic, such as immigration. School districts create a team to compete in the state competition.

Winners in the state's Academic Decathalon are awarded college scholarships to the University of Alaska and to several colleges in Hawaii, California, Oregon, and Colorado.

How To:

If you are interested in coaching a Decathalon team, check with your principal. Your school should have received a letter from the Department of Education inviting your school to participate.

For an explanation of the Academic Decathalon, you may wish to view a 15-minute videotape on the program. To get a copy, send a blank tape to: Alaska State Library, Pouch G, Juneau, Alaska 99811.

Decathaloners are provided with a study guide for each subject. It describes the areas to study, types of testing, and sample questions.

Contact:

Gladys Foris
Instructional Improvement Coordinator
Alaska Department of Education
Office of Instructional Services
Box F
Juneau, AK 99811

or:

Toll free:

State Director
Alaska Academic Decathalon Association

1-800-478-1010

Academic Enrichment Programs: Academic Motivation

Battle of the Books

IT HAS ARRIVED — finally! — the box the students have been waiting for. They tear it open excitedly and with gleaming eyes grab the treasure: BOOKS . . .

A teacher's fantasy? No — Reality! Media Coordinator Alan McCurry has found just such enthusiasm for reading in the Yukon/Koyukuk School District. The motivator? The Battle of the Books.

Description:

Sponsored by the Alaska Association of School Librarians, the Battle of the Books is a statewide program to increase reading skills. Students participate at four levels: grades 3-4; grades 5-6; grades 7-8; grades 9-12.

The schools buy a set of books in late fall and students have until spring to read them. Then they start to compete, progressing from the school and district level to the state level. Each team (composed of three students) is quizzed on the books at its level.

All over Alaska, students use audio conferencing to compete with different schools. Alaska librarians compose the questions, which usually take the form of, "In what book did . . . ?"

Several rural school districts credit Battle of the Books with boosting students' reading levels significantly. Whether the teams win or not, Alan says, the students win: They read more books.

This is a competition where many small rural schools have competed against large urban schools . . . and won!

How To:

Although Battle of the Books sends each participating school practice questions, there are other methods of preparing your readers. Teachers make the following suggestions:

1. Have students divide into teams of friends. They are more likely to discuss the books with each other if they are friends.

2. Since many students are not avid readers, it is wise to divide the book list up between team members. That way, someone on the team has read each book.

3. Schedule classroom time for reading the Battle books.

4. Design activities which increase students' comprehension of what they have read. Have them write out the book's dramatic form and act it out. Have students make up questions about the books and hold mock class battles.

Contact:

For the name and address of the current Battle of the Books coordinator, contact:

Suzie Franklin
(or current Battle of Books coordinator)
Redoubt Elementary School
Kenai Peninsula Borough Schools
Soldotna, AK 99669

Academic Enrichment Programs: Academic Motivation

District Academic Festivals

District Academic Festivals

Yukon/Koyukuk School District:

*IT WAS the Yukon/Koyukuk School District's first competitive festival, and some people had their doubts. The competition had started out as a simple spelling bee and Athabaskan dance contest; but this — **this** was complicated and expensive. George Nicholson, principal of Bettles School, worried as he watched two of the three speech contenders dragged onto the stage, petrified.*

But Mr. Nicholson became a believer when he saw these same petrified students complete their speeches and walk off stage with confidence.

Now the annual competition cannot admit all the Yukon/Koyukuk students who want to participate. The first competition is at the school level. "That way," says Program Coordinator Nathan Kyle, "each kid who goes to the competition has earned the privilege of representing his school." The district winners leave the competition clutching hard-won trophies to their chests.

Yukon Flats School District:

STUDENTS FROM THE 11 VILLAGES in the district assembled in Venetie to develop their writing abilities. They watched presentations on the theme of "aviation" to give them information and inspiration. Then they set to work. They wrote journals, created stories, and composed songs about airplanes and flying. They were rewarded with seeing their efforts in print: Their work was published in a brochure and placed on commercial flights to Fort Yukon.

This was the third annual Yukon Flats School District "Young Authors' Day." Based on the Alaska State Writing Project, Young Authors' Day provides young writers with a new theme on which they can hone their skills and the camaraderie of peers who share similar interests.

Description:

Academic festivals at the district level are growing in popularity. Some festivals, such as the annual spring competition in the Yukon/Koyukuk School District, allow students to exhibit knowledge or skills gained through a year of school. Other festivals, such as Yukon Flats' Young Authors' Day, help students improve particular skills in their areas of interest.

How To:

1. Check with your district office to see if it has any established festival.

2. If it hasn't one as yet, consider hosting one yourself! Start small, so that it is manageable. Perhaps its success will stimulate such interest that the district school board will help organize it next year.

Contact:

Many school districts have experience in organizing academic festivals. For one example contact:

Nathan Kyle
Program Coordinator
Yukon/Koyukuk Schools
Nenana, AK 99760

Correspondence Study Programs

When considering how to expand the curriculum, don't forget that old stand-by — correspondence study. You can use these courses to cover subjects that you don't have the background to teach or to offer advanced work for a small number of students.

Many school districts offer their own correspondence programs. We list below the three general correspondence programs most commonly used in Alaska. If they don't offer the course your need, the staff can usually tell you what program does.

1. Centralized Correspondence Study

Description:

Centralized Correspondence Study (CCS) is a program run by the Alaska Department of Education. Though increasingly developing its own courses, at this time it still purchases some of its high school courses from a variety of established correspondence schools. It is fully accredited by the Northwest Association of Schools and Colleges.

Your district has two options in using CCS. Both allow it to offer academically solid courses to students without teachers certified or endorsed in those fields.

Option 1: You can purchase the course materials only and use a local teacher to teach and monitor the students.

Option 2: You can purchase CCS's teaching service, which includes scheduling the assignments, diagnosing student needs, and grading the tests, along with course materials. CCS teachers hold Alaskan teaching certificates endorsed in the field and have classroom experience.

Contact:

Tantamount is district approval. Once obtained, you can request a catalogue of courses and complete information on policies from:

Centralized Correspondence Study
Box GA
Juneau, AK 99811
(907) 465-2835

Correspondence Study

2. University of Nebraska — Lincoln Independent Study High School (UNL)

Description:

In existence in the early 1920's, the University of Nebraska - Lincoln Independent Study High School is one of the largest university-based correspondence study programs in the United States.

UNL offers 123 courses for grades 9-12. It is fully accredited by the North Central Association of Colleges and Schools.

As with Alaska Centralized Correspondence Study, the University of Nebraska allows you two options of offering their programs to the students in your classes:

Option 1: You can purchase the course materials only (syllabi and curriculum guides, including discussion questions, worksheets, self-check tests, and tests), and teach and monitor the students locally.

Option 2: You can enroll students with the University of Nebraska—Lincoln Independent Study High School and use their teachers to evaluate the tests and worksheets and award credit.

Contact:

For complete policies and a catalog of courses, write to:

Independent Study High School
Division of Continuing Studies
Nebraska Center for Continuing Education
33rd and Holdrege Streets
University of Nebraska - Lincoln
Lincoln, NE 68583-0900
(402) 472-1926

Correspondence Study

3. University of Alaska Correspondence Study Program

Description:

High school students with the interest and ability to complete college level courses can enroll in the University of Alaska's correspondence program. The courses, accredited through the University of Alaska, are substantially the same in content and scope as those taught on campus.

Teachers can enroll and apply three of these correspondence credits toward the six credits required by the Alaska Department of Education for teacher recertification.

In addition to standard courses, Correspondence Study offers many courses specific to Alaska, such as Elementary Inupiaq and the Geography of Alaska. Correspondence Study is a member of the National University Continuing Education Association and will help you find courses you need offered by other universities.

Contact:

Correspondence Study
115 Eielson Building
University of Alaska-Fairbanks
Fairbanks, AK 99775-0560
(907) 474-7222

See Also:

If you would like a complete listing of the correspondence courses offered by members of the National University Continuing Education Association (NUCEA), you can purchase their catalog Peterson's Guide for $9.95 by writing to:

NUCEA Book Order Department
Peterson's Guide
P.O. Box 2123
Princeton, NJ 08540

Vocational Education and Practical Skills Programs: Work Experience

The Rural Student Vocational Program (RSVP)

RSVP

A YOUNG DEAF MAN who was taking a welding course in his high school in Galena was accepted into RSVP to work as a welder at Ft. Wainwright. As part of his RSVP experience, he worked with Vocational Rehabilitation, learning how to live independently. He successfully completed the program and is on his own in Fairbanks. His occupation? Welding.

Description:

The Rural Student Vocational Program (RSVP) is a widely known state program which accomplishes two goals: to give students work experience (especially in a field of career interest) and to familiarize them with urban living.

All juniors and seniors enrolled in vocational education programs in their schools are eligible for RSVP. Those interested in the program can apply by filling out a form which resembles a formal job application and also a vocational interest form. Regional RSVP coordinators place students in work situations — business, carpentry, data processing, health care, or industry.

When the students arrive in Anchorage, Fairbanks, or Juneau, (the Alaska RSVP sites) they are given an orientation which includes rules, worksite and boarding home information, career exploration, and urban survival information. For two weeks, they work at the job site. They live with urban families who provide a cross-cultural living experience.

How To:

Initial Contact: Each fall the regional coordinator mails to the principal or the previous RSVP contact teacher a packet containing information on worksites, guidelines for student selection and preparation, and student applications.

Preparation: The RSVP experience is much more profitable if you match students with jobs in which they have an interest. Yukon Flats School District, for example, uses several devices to identify career interests.

1) Interest Determination Exploration and Assessment System (IDEAS)

2) Career Assessment Inventory (C.A. Inv.)

Both can be obtained from:

National Computer Systems
5605 Green Circle Drive
Minnetonka, MN 55343
(612) 933-2800

Follow-Up: Research shows that students need to reflect on experiences outside the classroom if they are to learn from them. Ask students to keep diaries, write a short story about first experiences, or make presentations on their trip.

Contact:

For the name of the RSVP coordinator in your region, contact:

Linda VanBallenberghe,
Program Manager
Office of Adult Vocational Education
Alaska Department of Education
Box F
Juneau, AK 99811
(907) 465-4685

Vocational Education and Practical Skills Programs: Student Organizations

Vocational Student Leadership Organizations (VSLO)

VSLO

ALL YEAR, June Hyska coached her 15 Nunapitchuk students — members of the Vocational Industrial Clubs of American (VICA) Leadership program — in the goals of the program and parliamentary procedure. Interest remained high — until the meetings began to conflict with ball games and the statewide competition neared. Then students wanted to trade their hard work and nervousness for more obvious fun. But June wouldn't let them.

The Nunapitchuk students won the state championship even though English is their second language.

They sang "My Old Kentucky Home" all the way to the national VICA competition in Louisville, Kentucky. There they found 7,000 other students who were intrigued with these Eskimo contestants from a school of 30. June's students swept the national VICA competition and received a standing ovation from the State Directors when they presented the Opening and Closing Ceremonies in Yupik.

Description:

The VICA program in which the Nunapitchuk students participated is one of the nationwide Vocational Student Leadership Organizations. These include:

- Future Farmers of America (FFA)
- Distributive Education Clubs of America (DECA)
- Office Education Association (OEA)
- Future Homemakers of America/Home Economics Related Occupations (FHA/HERO)
- Vocational Industrial Clubs of America (VICA)

All groups of the Vocational Student Leadership Organization introduce students to the essentials of a particular vocation and emphasize leadership skills, community service, and social life with other people of similar interests.

How To:

Because it is sometimes difficult in rural areas to get enough members to form a chapter for each organization, Vocational Education Equity Manager Naomi Stockdale suggests that the assorted members form a joint organization affiliated with one of the VSLO programs.

Contact:

Vocational Student Leadership Organizations
The Northern Institute
650 West International Airport
Anchorage, AK 99518
(907) 563-3174

or:

Naomi Stockdale, Program Manager
Student Leadership Project
Alaska Department of Education
Box F
Juneau, Alaska 99811
(907) 465-4685

Vocational Education and Practical Skills Programs: Parenting Skills

The Early Adolescent Helper Program

Helper Program

MARIE, a high school junior, snuggled three-year-old Tommy and read from Jean Rogers' new Alaska picture book. Marie was working in the community Head Start program as part of her Home Economics course. She had learned that reading to the pre-school children is the most important thing you can do to develop positive attitudes toward reading.

Description:

The Early Adolescent Helper Program places young teenagers (11-14 years old) as interns in community agencies. One of the most successful projects is the Early Adolescent Child Care Helper Project, which trains students to work in local child-care or Head Start centers.

The project, usually integrated into the curriculum, has two parts: 1) In-school seminar in which students study such issues as child development, child care, discipline, problem-solving, parenting, and self-assessment; and 2) work experience at the child care site.

As staff worker Ellen Lippmann testifies, many teens gain immense self-respect when they see someone blossom under their care. The transformation is especially evident in youth who come from abusing families, who learn that they can discipline a misbehaving child in a calm and effective manner.

How To:

You can purchase for $10.00 the *Child Care Helper Program: A Guide for Teachers and Program Leaders.*

Here are some useful suggestions from Director Joan Schine on how to run an educationally effective program:

1. Recruit Helpers by showing your young students what they can do for those younger than they. Use concrete examples and photographs. Once you have captured their interest, make them aware that they are making a commitment to the children and they cannot arbitrarily drop out of the program.

2. Negotiate a written "contract" to which the school, Helpers, and child care center or parents of the children involved agree. Signing the contract will clarify the goals of the program and reinforce to the Helpers the depth of their commitment.

3. Have students keep journals about their experiences. These can form the bases for stories in English class or discussions in health or psychology class.

4. Have other students make videotapes of the Helpers at work in the child care center. Then have the Helpers present a program for other students and community members on the work they do and the experiences they have had.

5. Reward the Helpers often and in creative ways: Certificates from the Mayor's office, T-shirts, and parties are all effective. Mainly, show them they are appreciated and respected.

Contact:

Ms. Joan Schine, Director
Early Adolescent Helper Program
Center for Advanced Study in Education
The Graduate School and University Center
of The City University of New York
33 West 42nd Street
New York, NY 10036
(212) 719-9066

Survival Skills Programs: Urban Survival Skills

Urban Survival

The Yukon/Koyukuk Urban Survival Skills Program

Description:

The Yukon/Koyukuk School District has developed a checklist of urban survival skills that rural students need to learn. The checklist is kept on file for the students' entire high school program. We include the first page of this checklist and also list some of the other skills it covers.

Other skills covered in the same format are:

Household Survival - learn the proper way to do the following daily duties:

cleaning
meal preparation
laundry
utilities
house rules/menu planning
grocery shopping

Finance - learn how to:

fill out credit application
buy on credit
read monthly bank statements
balance a checkbook
open a savings account
purchase certificates

prepare a budget
apply for and use credit cards
determine interest rates
apply for loan (car, home, personal)
establish credit

Communications - learn how to:

use the telephone
use phone book in emergency
use phone book for addresses
contact people for help
use newspaper for: placing ads, shopping, prices
use the radio
use public bulletin board
get help when lost
get help for emergency housing
use crisis line

Employment - learn how to:

look for jobs
write a resume
dress for job interview
behave at interview
fill out a job application

Personal - learn how to:

order food from menu
calculate a tip
pay a tab
use acceptable table manners
deal with domestic violence
maintain physical & mental health
obtain legal advice
get help and guidance
off-set boredom
find & use city recreational facilities & locations
recognize and know what to do if you think you have a communicable disease
make sound decisions concerning drugs & alcohol

Contact:

For more information, get in touch with:

Yukon/Koyukuk School District
Box 309
Nenana, AK 99760
(907) 832-5594

Yukon-Koyukuk School District
Urban Survival Skills
Competency Checklist

Name: _____ Birthdate: _____

Address: _____ Phone: _____

City, State, Zip: _____

School: _____

Parent's Name(s): _____

Date started: _____ Year 1 ☐☐ Year 2 ☐☐ Year 3 ☐☐ Year 4 ☐☐

Extra Sessions Attended ☐☐☐☐☐☐☐☐
(Specific dates given in "Notes" section)

Transportation-learn how to:	ID	ODS	PS	AC	H	Certified by:
use a bus						
use a bus schedule						
read city map						
obtain driver's license						
drive in city						
walk in city safely						
purchase new/used car						
obtain car insurance						
use travel agencies						
compare gas/oil prices						
compare car repair costs						
know what to do if involved in a car accident						
maintain car (new/used)						
rent a car						
make airline reservations						
Housing-learn how to:						
rent apartment/house						
obtain utility service						
make hotel reservations						
obtain campus housing						

* ID — Introduction of Skill
ODS — Observed Demonstration of Skill
PS — Practicing Skill (Working Knowledge)
AC — Has Achieved Competency in Skill
H — Total Hours

Survival Skills Programs: Urban Survival Skills

Association for Stranded Rural Alaskans in Anchorage (ASRAA)

Stranded Alaskans

AN EXTREMELY SOFT-SPOKEN GIRL from a rural Alaskan village arrived in Anchorage as part of a 6-month vocational training exchange. She opened a bank account, received her automatic teller card, and, in an organized manner, placed her bank account number in her wallet next to her card. Shortly after, someone broke into her room, stole her wallet, and drained her account of the $1,100 she had saved up for her 6-month stay in Anchorage.

When she attended the ASRAA orientation session which had been set up for her and the other two exchange students, she told the staff of her trouble: She didn't know how to get the bank to give her back her money. ASRAA intervened and convinced the bank, which had neglected to warn her to keep her number separate, to return the $1,100!

The girl, taught by ASRAA how to handle living in a large society, is now an exchange student in China.

Description:

ASRAA includes education on urban survival skills as well as social services for villagers and a crime prevention component. The Urban Survival Skills/Personal Safety Course is partly designed for adolescents coming to Anchorage for field trips or on vacation. It covers the bus system, shoplifting, traffic lights, personal safety, and places to visit in Anchorage. The program began in response to requests from schools bringing students to Anchorage for an urban experience.

If you cannot bring the students to Anchorage, you can request information and curriculum guides to be mailed to your school (free except for postage). The village program consists of three parts:

1. *Urban Preparedness:* Students learn where and why to get an identification card, how to apply and interview for a job, how to use banks, how to buy food, and many other practical skills.

2. *Crime Prevention Program:* Students learn how to avoid being a "walking target" on city streets. This program reduces villagers' chance of being a victim while in Anchorage.

3. *Cultural Awareness Training:* Teachers and counselors learn about basic cultural differences in Alaska, differences in cultural communication styles, and about the difficulties their students may experience in Anchorage.

ASRAA also provides pre-tests on urban survival/personal safety skills and loans out a humorous thirty-minute videotape on personal safety.

Contact:

Mary Wolcoff, Executive Director
Association for Stranded Rural Alaskans in Anchorage
2701 Denali, Suite 1
Anchorage, AK 99503
(907) 277-7043

Survival Skills Programs: Student Exchange Programs

Network of Complementary Schools

"IT WAS the first time in my life I had to go out to be accepted for what I was and did, and not because of my family." So spoke a Sutherland High School student from Tittsford, New York, after returning from an exchange program which included hiking out of the Grand Canyon.

The feeling of accomplishment at having met a challenge is a common one for these exchange students. The nature of the challenge varies from school to school. For the student sent out from Seldovia's Susan B. English High School, the challenge may be getting a ticket to a Broadway show in New York City or floating down the Green River in Colorado. For the teenage visitor to Seldovia, the challenge is the Project Adventure camping trip — sleeping in the snow and climbing a mountain.

Description:

This student exchange program is organized through the Network of Complementary Schools, a non-profit consortium of public and independent schools from across the United States and Toronto, Canada. Begun by Jerry Foster at the Philip Andover Academy in Massachussetts, the Network of Schools has grown to 27 but plans to limit membership to around 35 to maintain its well-monitored and personalized approach.

All participating schools must meet the requirement of offering a specialized experiential education program to the students. Each program is evaluated, upon the school's application for admission, through both documentation of success and an on-site inspection by the Network. In screening, the Network also strives for wide diversity of programs, equal geographical representation, and balance between public and independent schools. Thus, if your school were accepted into the Network, your students could attend a college preparatory program at St. Benedict's, a school run by monks in the heart of Newark; a living cultural anthropology course at Rock Point; a Navajo-speaking community in Chinle, Arizona; intensive music instruction at Interlochen, Michigan; or a NASA site in Huntsville, Alabama.

Complementary Schools

A second exchange program the Network sponsors is called "Walkabout," which lasts for an entire semester and involves students moving to four different schools, each of which help them face a pre-conceived "challenge." The four challenges usually include both intellectual and social service programs.

The annual Network membership fee for each school is $550. The cost per exchange student is usually only the price of transportation.

How To:

If your school has a specialized program which qualifies it for membership in the National Network of Complementary Schools, contact your district office for budgetary approval and write to the Network for three publications: *You Can* (a brochure which lists the participating schools and their special programs), a fact sheet about the Network, and a description of how to apply.

Contact:

For these publications, contact the new President of the Network:

Clinton Darling, Assistant to Head Master
Catlin Gabel School
8825 Southwest Barnes Road
Portland, OR 97225
(503) 297-1894

Survival Skills Programs: Outdoor Skills

Project Adventure

Project Adventure

A SELDOVIA HIGH SCHOOL STUDENT was walking by a small lake in Anchorage when he saw a canoe capsize, dumping five people into the cold waters. Without hesitating, the boy leaped into the lake to aid the floundering people. Although he could not save the woman, he was able to rescue the man and three young children — four people who might otherwise have died. He attributed his ability to act to his school's Project Adventure program, which had given him the confidence, training, and rapid decision-making skills crucial in the emergency he encountered.

Description:

Project Adventure is a nationwide program which prepares students for an outdoor "adventure," including survival and emergency situations in the wilderness. Preparation consists of three parts: the "Ropes Course," academic instruction, and fall and winter camping trips.

The Ropes Course is a series of activities which use constructing ropes and cables to teach climbing, emergency decision-making, and teamwork. This seems a bewildering combination of objectives. But consider some of the activities:

"*The Wall Mount:*" A team must get each member over a 12 foot high wall, including the problematic last person;

"*The Burma Bridge Walk:*" The student traverses a precarious rope bridge straight out of the climactic scene of Indiana Jones and the Temple of Doom;

"*The Free Fall:*" The student falls off a 40 foot log, depending upon his fellow students to catch him!

Of course, the students are secured by basic safety hook-ups; nevertheless, they learn how to take responsibility for one another. "Project Adventure develops leadership skills for all, not just for the natural leaders," notes Principal Steve Wolf of Susan B. English Elementary/High School. "It is designed to build cooperation and teamwork."

The academic portion of the course teaches outdoor survival skills (e.g. how to prepare for a camping trip, how to use ropes in the wilderness, how to hunt, how to find water) and environmental information tailored to the environment of the local area.

The students then apply their new knowledge and skills to survive the outdoor "adventure" — usually an extended camping trip. In Seldovia, students camp one weekend in fall and one weekend in winter to get accustomed to sleeping in the snow before they tackle the four to five day winter camping trip. The culmination of the adventure is a roped climb up a nearby mountain. Later in the year, graduating seniors who completed Project Adventure again climb "Graduation Peak" on the morning of convocation to have their pictures taken in their caps and gowns.

How To:

Project Adventure can be run as an extracurricular activity or it can be offered as part of the curriculum.

Contact:

Gladys Foris
Coordinator of Instructional Improvement
Alaska State Department of Education
Box F
Juneau, AK 99811
(907) 465-2887

Summer Programs: Health Careers

Alaska Native Health Career Program

Description:

The Alaska Native Health Career Program provides culturally relevant information on health careers, financial aid, and student advising to both college and high school students.

A special nursing project provides, through grant funds, services to minority students pursuing careers in nursing.

As a part of ANHC the Della Keats Summer Enrichment program is designed specifically to identify and increase the number of Alaska Natives in the health professions.

Each summer ANHC sponsors the Della Keats Summer Enrichment program where minority students are selected to participate in a math/science/English enrichment program for students going toward health careers. This program is held in a university setting.

Health Career

Contact:

Katherin Johnson, R.N., Director
Alaska Native Health Career Programs
Rural Education
3890 University Lake Drive
Anchorage, AK 99508
(907) 786-4664

Summer Programs: College Preparation

The Rural Alaska Honors Institute (RAHI)

Honors Institute

AN ALAKANAK STUDENT, aware of his math deficiency, summoned up his courage and signed up for two tough math courses during his senior year. According to Alakanak teacher Kim Mason, many students find RAHI a turning point in their lives.

Description:

If you have bright students who are interested in attending college, encourage them to apply for the Rural Alaska Honors Institute (RAHI). RAHI provides the opportunity for rural high school students to spend six weeks of the summer between their junior and senior year at the University of Alaska in Fairbanks. The students live in a dormitory, supervised by an adult and by upperclassmen originally from rural areas, and take courses from a combination of rural faculty and college teachers. The courses are those essential for succeeding in college — mathematics, writing, library skills, public speaking, college learning skills, team research projects, an elective (e.g. engineering, business administration, science), and an Alaska Native Land Claims Settlement Act course.

Even after the six week summer program is over, RAHI continues to offer assistance to its former participants. When filling out college applications, they can call the RAHI office for help. RAHI also attempts to place its college students as summer interns with Native corporations.

How To:

1. If you have juniors who are college-bound and have a 3.0 or better grade point average, you can help them enter RAHI. Do not hesitate because of costs: RAHI pays for all expenses, including transportation, tuition, and room and board.

2. Keep your eye out for the application packet which is sent in late fall to every district and every rural school.

3. Since RAHI can work with only about 50 students each summer, competition for acceptance into the program is high. Ann Frentzen of RAHI suggests the students pay close attention to writing the application essays, which form an important basis of RAHI's judgment of student motivation.

Contact:

Jim Kowalsky, Coordinator
Rural Alaska Honors Institute
University of Alaska - Fairbanks
Fairbanks, AK 99775
(907) 474-7181

See also:

For information on nation-wide summer programs and correspondence programs for academically talented students, contact:

Center for the Advancement of
Academically Talented Youth (CTY)
The Johns Hopkins University
Charles and 34th Streets
Baltimore, MD 21218
(301) 338-8427

Summer Programs: Fine Arts

Alaska Summer Fine Arts Camps

A 17-YEAR OLD BOY mounts the stage ladder with yellow gel in his hand. There are no windows in the theater for the sun to flood through to create the afternoon scene of the play. Still, it will be a sunny afternoon in Act IV. Under the guidance of a lighting design instructor, he has just learned how to create the effect of light himself!

Description:

These camps offer junior and senior high school students an opportunity to study music, the visual arts, drama, and dance under the tutelage of professional artists.

Fine Arts camps are held on the Sheldon Jackson College campus in Sitka, the University of Alaska campus in Fairbanks, and the King's Lake facility in Wasilla. Each program has different emphases. Limited scholarships are available.

Contact:

The camps send materials to the schools each year. For information on specific programs and application materials, contact:

Sitka:

Jim Westhusing, Program Director
Alaska Arts Southeast Fine Arts Camp
Box 2133
Sitka, AK 99835
(907) 747-8177

Wasilla:

Dewey Ehling, Director
The Alaska Fine Arts Camp
21-595 Lemon Avenue
Anchorage, AK 99506
(907) 753-0350

Fairbanks:

Theodore DeCorso, Director
Summer Fine Arts Camp
Music Department
University of Alaska-Fairbanks
Fairbanks, AK 99775-1220
(907) 474-6837 or 474-7555

Social Programs: Alcohol and Substance Abuse

The Alaska Council on Prevention of Alcohol and Drug Abuse, Inc.

Alcohol and Drug Abuse

Description:

The Alaska Council on Prevention of Alcohol and Drug Abuse is responsible for coordinating many different substance abuse prevention programs and for helping educators, parents, and community members implement them. The Council offers technical assistance to schools and communities concerned with problems of substance abuse.

How To:

Here is a sample of the programs you can get from the Council:

Here's Looking at You, Two: This program teaches K-12 students to make responsible decisions about substance use by teaching decision-making and coping skills, enhancing self-image, and providing information. It includes a training program for teachers and interested community members.

Here's Looking at You, 2000: This drug education program provides up-to-date drug information and teaches children how to say "no." The developers of "*Here's Looking At You, Two*" have written this new program based on recent research on the characteristics of potential drug abusers. Eight kits are available for different grade levels along with a teacher's manual.

Refusal Skills: This program gives K-12 students specific tools to deal with peer pressure. The materials provide technique and practice in the art of "just saying no" to alcohol and other drugs. A computer program is available to reinforce these skills.

Natural Helpers: This program identifies adolescents trusted by their schoolmates and trains them to help their peers cope with mood swings, drug and alcohol abuse, and difficulties with friends, family and school. The *Leader's Guide* shows you how to establish a program in your school.

Friday Night Live: This multi-media project addresses the problem of teenage drinking and driving in Alaska. The presentation includes local speakers, a multi-image slide show, and audience participation. In follow-up workshops, students practice assertive techniques to prevent their friends from drinking and driving.

The Council will work with educators and parents to determine which of these or other programs fit their school's needs and how to integrate them into the community.

Contact:

The Alaska Council on Prevention of Alcohol and Drug Abuse, Inc.
7521 Old Seward Highway, Suite A
Anchorage, AK 99518
(907) 349-6602

Social Programs: Suicide Prevention

CHARLIE was talking about shooting himself. His friends thought he was joking. His high school teacher knew better. The school district had just had an inservice workshop on suicide. The teacher knew suicide "joking" should not be ignored.

Description:

The poetry and intellectualism of "To be or not to be" endows Hamlet with a romantic flush. No such flush lightens the despair of many Alaskan suicide victims. As Gary Hlady, Medical Epidemiologist with the Department of Health and Social Services, says in the March, 1986 **EXCHANGE**, "Alaska has one of the highest rates of suicide in the nation." "The most endangered group is the Native male population between the ages of 18 and 25," points out Kenneth A. Abbott, Director of Mental Health Programs for the Tanana Chiefs Conference.

While many factors help pull the trigger, the major problem is that Alaska Native youth are caught in a culture in transition. As Dr. Abbott explains, they graduate from high school at 18 and realize they "have to make decisions about what they're going to do with their lives." But the cultural patterns they learned in school do not correspond to the cultural patterns of the village.

Add to this situation, says Michael Graf, Assistant Professor of Community Psychology at the University of Alaska - Fairbanks, unemployment, loneliness due to many young Native women marrying Caucasian men or leaving the village for jobs in the city, the pressure of society's expectations that they will become leaders, and the fatalism of the Native culture and you have a crisis. "A violent refusal to participate further," Graf comments, "may be the only way some can resist a seemingly hopeless situation."

Suicide Prevention

Contact:

To inform yourself about warning signs of suicide and programs available in your region, contact:

1. Your school district psychologist.
2. Regional Native corporations, which often have mental health programs and professionals who will come to your school.
3. Division of Mental Health and Developmental Disabilities
   350 Main Street
   Box H-04
   Juneau, AK 99811-0620
   (907) 465-3370